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ABSTRACT

An evaluation was conducted of the educational programs and facilities at two male juvenile corrections schools in Wisconsin (Ethan Allen and Lincoln Hills). Surveys were developed in cooperation with administrative personnel at both schools and given to all students, instructors, and support staff. A total of 573 students, 76 teachers, and 140 support staff completed the surveys. Results were sent to the evaluation team members prior to an onsite evaluation visit. Following the school visit, evaluation team members shared observations and formed a consensus of conclusions and recommendations. Project staff synthesized the information and shared them with the steering committee for final approval. Major observations and conclusions from the surveys and school visits were as follows: (1) school staff demonstrate genuine concern and respect for students; (2) students experience success and personal growth; (3) many students receive high school equivalency diplomas; (4) successful student transition back into the community is a goal, but success is a concern because of the reduced length of stay; (5) both institutions are very overcrowded and lack facilities; and (6) vocational education needs support to keep pace with technological changes and give students employability skills needed to succeed in the workplace. (The report includes the survey instruments and responses.) (Author/KC)

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ED 385 717

Program Evaluation of Educational Programs

Wisconsin's Juvenile Corrections Schools

at

Lincoln Hills

and

Ethan Allen

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August, 1995

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Carl Perkins Act

Evaluation Report

A Project Conducted

for

Wisconsin Council on Vocational Education

by Center for Vocational, Technical and Adult Education

UW-Stout

August, 1995

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PREFACE

The Wisconsin Council On Vocational Education (WCOVE) is authorized under the **Carl D. Perkins Vocational and Applied Technology Act of 1990 (P.L. 101-392)**.

Section 112 (a) of the Act states: "Each state which desires to participate in vocational programs authorized by this Act for any fiscal year shall establish a State council, which shall be appointed by the Governor...Each State council shall be composed of 13 individuals, and shall be broadly representative of citizens and groups within the State having an interest in vocational education."

Section 112 (d) (9) requires that the WCOVE: analyze and review corrections education programs.

This report is submitted in response to the above stated requirements of the Carl D. Perkins Vocational and Applied Technology Education Act of 1990.

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Abstract

The Center for Vocational, Technical and Adult Education, UW-Stout, funded by the Wisconsin Council on Vocational Education, evaluated the educational programs and facilities at two male juvenile corrections schools: Ethan Allen and Lincoln Hills. Evaluation surveys were developed in cooperation with administrative personnel at both schools.

Surveys were given to all students, instructors and support staff. A total of 573 students, 76 teachers, and 140 support staff completed the surveys. Results were sent to the evaluation team members prior to the on-site evaluation visit.

Following the school visit, team members shared observations and formed a consensus of conclusions and recommendations. Project staff synthesized the information which was returned to the team members for their approval of conclusions. These findings were shared with the steering committee members for final approval.

Major observations and conclusions from surveys and school visits are:

- School staff demonstrated genuine concern and respect for students
- Students experience success and personal growth
- Many students receive a High School Equivalency Diploma
- Successful student transition back into the community is a goal, but success is a concern due to reduced length of stay
- Both institutions are very overcrowded and lack facilities
- Vocational Education needs support to keep pace with technological changes and give students employability skills to succeed in the workplace

The schools attempt to rehabilitate students by providing structure, discipline, education and successful experiences. However, they face many challenges; over-crowded facilities, changing student population and age, curriculum revisions to accommodate changing needs and simply keeping pace with technological advances. The intervention strategies and academic/vocational education provided by the schools are extremely important to the rehabilitation of the students and their return to the communities as productive citizens. The education efforts and facilities deserve a high level of support, financially and philosophically.

Program Evaluation of Educational Programs at Lincoln Hills School and Ethan Allen School, Wisconsin's Juvenile Corrections Facilities

Project Overview and Survey Information

An evaluation of the educational programs at Ethan Allen and Lincoln Hills Schools was funded by the Wisconsin Council on Vocational Education. The purpose of the project was to evaluate the academic and vocational programs including the administration/management, guidance and counseling, and special needs programs. The steering committee and evaluation teams included Wisconsin University and public school administrators and educators, Wisconsin Council on Vocational Education council members, Department of Public Instruction personnel, and a Wisconsin Division of Corrections psychologist.

The project was revised from the original objectives to more accurately reflect the needs of the juvenile corrections centers within the context of over-crowding, limited staff time and security concerns. A steering committee meeting, February 10, 1995 revised project objectives and formed the framework for student, staff, and teacher surveys. Surveys were developed in cooperation with school administrators. The survey and results are included in the Appendices.

Student survey results indicated several positive student attitudes. On a scale of 5, "Strongly Agree," to 1, "Strongly Disagree," the question, "My teachers expect me to do good work in their classes," received a mean student response of 4.1. This response is slightly better than "Agree." Students, across the board at a mean of 4.0, agreed they were learning to take responsibility for their actions. They also understood the rules! Receiving a mean of 3.8, slightly below "Agree," were the following questions:

- Developing confidence in classwork
- Learning useful vocational skills
- Learning math skills
- Learning to follow rules
- Encouragement by teachers to do good work

A mean of 3.5, midway between "Agree" and "Undecided," were the following responses:

- Controlling anger
- Developing reading skills
- Being told how to control anger
- Encouraged to plan for future employment
- Better preparation for employment
- Learning writing skills
- Gaining skills to get and help keep a job after leaving school

The lowest mean scores were given to feelings of safety, fair treatment, conflicts, and friendships. The youngest students gave the most positive responses of all.

Teacher responses to the same type of questions were similar to student responses. Teachers at both schools gave responses ranging from 5.1, "Extensive," to 4.0, "Much," and rated student competencies in the following rank order:

- Taking responsibility
- Solving problems
- Using feedback to improve work
- Adapting to change
- Setting goals
- Working as part of a team
- Searching out more information on a problem

Lowest rankings by teachers concerned career planning and translating skills to the world-of-work. In rank order from a Mean of 3.3 (Some) to 2.2 (Little) are:

- Leading a team
- Developing a career plan
- Describing technical college entrance requirements
- Developing a resume
- Applying academic competencies to tasks done in local companies

There were some differences between the two schools in the staff survey rankings. In general, the staff surveys were not quite as positive as the teacher and student surveys. The highest rankings were given to personal needs and interactions. They enjoyed their work and felt they complimented students when they performed well or behaved appropriately. They also indicated they needed more time to work with individual students. They agreed that staff and teachers treated students fairly and that students thanked the staff when they helped them. They were undecided about whether or not students were developing personal, social and job seeking skills. Staff were also undecided about students learning to handle criticism, control anger, solve problems, get along with other people and follow rules. The lowest scores, slightly under undecided, were given to students receiving enough help from teachers and staff, students learning to work as a team, and developing useful occupational skills.

The evaluation team's conclusions were similar to the survey findings. The team was impressed with the teacher and staff concern for students. These students are troubled students with extended histories of crime. The average age is 16.5 and 70-80 percent are alcohol and drug dependent. Twenty-five percent have mental health problems. They require individualized, small group services. Following control of behavior after incarceration the schools attempt to improve skill levels; social, psychological, and educational. This is the student's first opportunity for success and most respond positively with improved behavior. Successful transition to the community is a goal of the schools, but shortened length of stay, along with the return to family, community, and peers, contributes to a higher rate of recidivism.

The juvenile corrections schools face many challenges; over-crowded facilities, space needs, teacher-pupil ratios, changing student population and age, curriculum revisions to accommodate changing student educational backgrounds, keeping pace with technological changes, and simply dealing with the complexities of all the changes facing the correctional institutions. Intervention strategies and academic/vocational education are extremely important to the rehabilitation of the students and their return to communities as productive citizens. The administration, teachers, and staff of Lincoln Hills and Ethan Allen are to be commended!

Team Evaluation Overview of Findings

The evaluation teams respectfully submit this report with the hope that the recommendations will contribute to the continuing improvement of instructional opportunities offered through the education programs. It is hoped that this report will be considered a contribution to ongoing school improvement efforts.

Overall strengths of the offerings at Lincoln Hills and Ethan Allen include:

- Supportive administration
- Student-centered curriculum and instruction with high expectations for students
- Significant numbers of students completing the High School Equivalency Diploma while incarcerated
- Positive, caring teacher attitude toward students
- Professional, competent, dedicated staff attempting to meet the needs of the whole student

However, the over-population at both schools creates problems in all aspects of the institutions' operation. Corrections educational personnel are hard pressed to more efficiently manage limited resources. The costs of confinement have steadily increased while financial and other resources have not kept pace. Staff are employed year-round with little time for inservice training or curriculum planning time. The juvenile institutions, Division of Youth Service, in the Department of Health and Social Services, face unprecedented change during the next decade. Issues include moving to the Division of Corrections, adding three new facilities and major revisions of the juvenile code. This dynamic restructuring, and most importantly, a recently emerging trend to enhance the importance of education, poses a significant challenge and opportunity. Impending changes at Lincoln Hills and Ethan Allen raise several concerns:

- Staffing patterns in light of new facilities
- Impact of higher populations of serious offenders
- Length of incarceration
- Educating inmates who have received their High School Equivalency Diplomas
- Developing appropriate educational/vocational programs
- Devising an ongoing system for overall coordination for impact on institutions
- Staff Development time to utilize outside resources and revise educational plans

Incarceration costs approximately $30,000 per year per inmate. Educating students with workplace skills for productive work in the community could have a tremendous positive financial impact on the state budget. There is evidence that this has been accomplished through the HSED and vocational programs at the two correctional institutions. For example, the foundry instructor at Lincoln Hills has placed a number of students in well paying jobs in the private sector. Ethan Allen also has documented students who have successfully reentered the workforce. Education, therefore, is a very important component of the program at the juvenile corrections institutions and, as such, it needs to be at the same priority level as rehabilitating students.

However, the length of time a student is incarcerated affects the success of educational intervention. Early release of juveniles has contributed to a higher rate of recidivism. Both schools estimate the recidivism rate has increased from about 25 percent to more than 32 percent with the advent of overcrowding and early release. Correctional programs must also address the myriad of individual problems faced by the typical offender (substance abuse, family problems and psychological problems) and plan for community reintegration. As a result, the priorities are first, security; second, treatment; and, third, education. Education should be the same priority as treatment.

In spite of the fact that education is third in priority, the education staff morale is very good. Teachers are flexible, patient, firm, consistent, and disciplined with students. At the same time they are dedicated and enthusiastic with a positive attitude toward their work. Teachers exhibit genuine concern and care for their students.

The condition of educational facilities is also a matter of concern. The Lincoln Hills buildings are well maintained, but the sweltering summer heat in enclosed buildings is not conducive to teaching and student learning. Ethan Allen facilities are old with single pane windows that do not keep out the heat or the cold. The year-round schooling and confinement in buildings with limited ventilation and no cooling system does not create a learning environment conducive to helping students become productive members of society.

The overriding issues affecting curriculum are the range of ages, abilities, and the transient nature of the population making curriculum planning and instruction very difficult. All students are considered special population students requiring Individualized Education Profiles (IEP's). The very nature of the student population places great demands on staff resources and time. Fulfilling the mandates of the federal Individuals with Disabilities Act (IDEA) and Wisconsin PI 11 for students with exceptional education needs (EEN) requires addressing a unique set of problems. The volume of EEN work is far higher than that found in the public sector. For example, each school processes in one month what a public school would process in an entire school year. Youth being processed are generally at the more severe end of the needs spectrum, and for the first time, many are identified as having handicapping conditions. Consequently, the caseload responsibilities of EEN teachers call for additional preparation time, much higher than the 240 - 280 minutes in the federal mandate for a standard teaching day. Division of Youth Services (DYS) staff routinely are assigned to duties that do not exist in the public sector. In addition, the clerical support is inadequate for the work mandated; thus, teaching staff have assumed duties that would ordinarily be assigned to office staff.

There is a real need for teachers and support staff to work together and mutually support one another. Teachers need to put more emphasis on the application of their content and competency areas to what the students will be doing after they leave the correctional institution. At the same time, counselors and social workers can put more emphasis on education. Together, they can put more emphasis on changing behavior patterns, team work, social skills and apply these skills to the world of work.

This report from the evaluation team should not be viewed as a final evaluation document, but rather a series of recommendations to help develop an agenda for ongoing review and improvement of the programs offered at Lincoln Hills and Ethan Allen.

ETHAN ALLEN SCHOOL

TEAM EVALUATION CONCLUSIONS AND RECOMMENDATIONS

The on-site evaluation team appreciated the hospitality and courtesy extended to them during the visit to Ethan Allen. The openness with which interviews were conducted indicates that considerable preparations were made by everyone at the school involved in the evaluation. It is clear that the school is sincere in its efforts to improve the programs and the team appreciates their work towards that accomplishment.

Individual program conclusions and recommendations are identified in the following four sections: Curriculum and Instruction; Administration; Facilities, Equipment and Materials; and Pupil Services. The team identified strengths and areas that need strengthening. Most of the recommendations address areas that the school can work on to improve and upgrade educational programs for students.

Overall strengths of the offerings at Ethan Allen include:

- Administrative support of staff in site-based management
- Professional, competent, dedicated staff attempting to meet the needs of the whole student
- Education is a major emphasis at the school with high expectations for student achievement
- Vocational education is an important part of the educational program
- Clean facilities

There is a need to:

- Expose students to a variety of vocational options available at the school
- Develop a career plan for each student based on interests and abilities
- Collaborate between teachers to develop integrated and applied curriculum
- Involve industry, business, and the community to prepare students for the world of work and their return to communities
- Remodel educational facilities and add additional space for instructional, media, and pupil services operations to relieve problems of institutional over crowding
- Replace sub-standard trailer buildings

The over-population of Ethan Allen School creates problems in all aspects of the institution's operation. Classes held in cottages must use lounge areas not originally designed for classroom use. In addition to poorly equipped, crowded conditions, teachers must adapt to interruptions, noise, and still maintain student interest. The educational facility, built in 1959, has never been renovated. Floors, lighting and heating need significant attention. School is in session year-round, yet does not have central air conditioning. Three trailers, installed over 15 years ago for emergency instructional space, are in extremely poor condition and not suitable for use. However, the education staff morale is very good. Teachers are flexible, patient, firm, consistent, and disciplined with students. At the same time they are dedicated and enthusiastic with a positive attitude toward their work. Teachers exhibit genuine concern and care for their students.

Team effort is evident and there is good teacher-cottage staff cooperation. Teachers also feel administration gives them the freedom and support to make and implement decisions. Staff have available and use a wide variety of behavioral control approaches and feel they have good management of their areas.

This report from the evaluation team should not be viewed as a final evaluation document, but rather a series of recommendations to help the district develop an agenda for ongoing review and improvement of the programs offered at Ethan Allen. The specific recommendations listed in the rest of the report should be distributed to the staff of each respective area which was evaluated. Staff need to be involved in the review and implementation of changes as recommended in the report.

Ethan Allen

CURRICULUM AND INSTRUCTION

Conclusions	Recommendations
• There is a dedicated, competent, and enthusiastic educational staff well respected by students.	Staff are to be commended for their holistic approach to working with students who have exceptional needs.
• There is a strong focus to complete the GED or HSED for appropriate students during limited contact hours.	Maintain the emphasis on the GED and HSED program.
• Teachers enjoy the support they receive to develop their own curriculum.	Subject area teachers need to develop mission and exit goals so that like the social skills curriculum, objectives can be infused throughout the curriculum.
	Develop a Competency Based or Outcome Based Education for courses to provide consistency in terms of student objectives. Provide teachers with the freedom to choose the best teaching strategies to meet the objectives and learning styles.
• Expectations for student achievement are high. Students discover early on in the program that they can be successful.	Staff are to be commended for their integration of social skills and BE-IT throughout all curriculum areas.
• Vocational education is a significant feature of the school's educational program. Because of the hands-on nature and curriculum, it leads to increased self-esteem, success and behavior improvement.	Ensure that a balanced education (vocational, academic and social) continues to be recognized for its importance as an integral part of the institution.
• Some teaching staff use a variety of instructional strategies in order to meet student needs.	Successful strategies and creative ideas need to be shared among all staff.
• There have been some limited integrated activities.	Expand collaborative efforts between teachers (i.e., academic and academic, academic and vocational, vocational and vocational) and between teachers and the community.
• Business and industry involvement is limited.	Develop a plan to interact on a regular basis with business and industry. i.e., advisory committees, speakers, donations, job placements, job competencies, technology.
• Students are not systematically exposed to a variety of vocational options or opportunities to recognize how academics are related to occupational success.	Expose students to all career offerings which include authentic applications. For example, move students from lab to lab, or station to station, for career exposure.

Ethan Allen

CURRICULUM AND INSTRUCTION (continued)

Conclusions	Recommendations
• Significant staff time is consumed by record keeping and paper and pencil assessments.	Computer Aided/Managed Instruction should be investigated. Encourage teachers to move away from paper and pencil tasks and assessments.
• Student interest assessment on relationship to ability and career goals is not being addressed.	Administer interest inventory and integrate with ability assessment results and career goals.
• There is little evidence of a clear process for program and curriculum development and articulation.	Adapt, or adopt, a process for curriculum development and articulation to meet the needs of all students.
• Staff development is needed in a variety of areas.	Provide and encourage staff development in areas such as: - Alternative assessment strategies - Integration/thematic instruction - Team building - Applied learning - Use of technology - Use of portfolios - School-to-Work Initiatives - Transitioning - Learning styles and multiple intelligences - Subject area methodology and instructional strategies

Ethan Allen

ADMINISTRATION

Conclusions	Recommendations
• Education and treatment are seen as a primary focus.	Keep this emphasis and share the focus by re-emphasizing it.
• There is administration support for site-based management.	Continue to encourage involvement by line staff. Provide staff development in site-based management. Implement Total Quality Management.
• Administration believes that teachers are dedicated to their profession and classroom teachers acknowledge their support.	Encourage and support teachers' efforts and involvement in the decision-making process through awards and recognition. Continue to provide other incentives.
• There is a two-year vocational education plan (1994-96) and objectives are being implemented.	Involve the staff and continue to plan for needed changes. Implement the objectives of the two-year vocational education plan (1994-96).
• Administrators feel that vocational education is an integral part of the instruction.	Continue to emphasize work based studies.
• The administration should be commended for emphasizing Education for Employment.	Continue to implement and follow-up on School-to-Work Programs. Visit other institutions which have School-To-Work programs.
• Administration believes that vocational education contributes to student self-esteem, student success and results in improved behavior.	Consider studying this to confirm the belief.
• The administration has a vision for educational programs.	Involve faculty and staff in strategic planning to develop the vision or mission which guides the school's educational program.
• Good collaboration is occurring in a variety of areas.	Continue the unofficial collaboration among staff members and encourage continued regular meetings between teachers and cottage staff. Maintain and/or expand working relationships between Ethan Allen staff and technical college staff. Investigate the possibility of connecting electronically to the career center at Waukesha County Technical College.

Ethan Allen

ADMINISTRATION (continued)

Conclusions	Recommendations
• Significant changes in the educational programming and services will occur. Strategic planning needs are evident.	Continue the ongoing planning emphasis with administration and line staff. Communication linkages should be established.
• There is a lack of minority/cultural programming within curriculum development.	Provide training to include multicultural and equity issues.
• There is a concern for moving to cottage site-based programs due to isolation.	Consider open discussion with faculty and staff.
• Social skills are being taught by social worker in which credit toward HSED is not given.	Integrate social skills into academics, such as social studies, for credit.
• Under-utilization of community resources (i.e., classroom aids, mentors, lab assistants, and clerical duties).	Establish a program to increase community resources (integrate community, foster grandparents, and university students).
• Youth counselors lack adequate computer skills to support student assignments in the cottage.	Provide computer staff development for all staff.
• Education attainment is not represented at the Joint Planning and Review Conference.	Administration should clarify expectations and utilize a multi-diseiplinary work group to determine how to emphasize the importance of education at these conferences.
• There is inadequate opportunity for teachers, counselors, and social workers to develop a team building approach.	Provide for common planning time. Provide staff development for team building.
• Present educational structure allows for student interaction and gang affiliation between students from other cottages.	Examine educational goals and structure to limit interaction among students.
• There seems to be a general lack of communication between youth counselors and teachers.	Provide for common planning time.

Ethan Allen

FACILITIES, EQUIPMENT AND MATERIALS

Conclusions	Recommendations
• Buildings and grounds are clean.	
• Equipment is generally up-to-date for the programs offered.	Continue to emphasize up-to-date equipment and facilities. Develop supplemental strategies for equipment donations.
• Good use of Carl Perkins funds to purchase needed vocational-education equipment.	Revamp some of the technology education areas and incorporate modular technology units including a technology center.
• The proposed addition of computers and and CD ROM will provide access to current computer technology.	All students should be exposed to this new technology.
• Students utilize the library resources; however, the selection is limited.	Provide additional library resources and incorporate into curriculum.
• Teachers use personal resources to provide books, art supplies, and classroom materials.	Provide school funding for classroom supplies.
• Cottage facilities are not conducive to teaching academics.	A plan to improve facilities is critical if the POD approach is to be used and be successful. The cottages do not have adequate or appropriate space for classes. Supplemental units, or buildings, are needed to alleviate crowded conditions.
• Renovation of the current educational facilities and additional space is needed. Badly deteriorating trailers should be replaced with permanent structures.	Develop alternative plans. Seek administrative and legislative budgetary support for previously submitted capital building plan.
• Home economics and food services share space, creating problems for both areas.	Analyze the laboratory area design and curriculum to incorporate and serve career needs of students in both programs. For example, a station-to-station approach.

Ethan Allen

PUPIL SERVICES

Conclusions	Recommendations
• Excellent use of research to improve program effectiveness.	Continue to conduct research.
• EEN department assessments are thorough, but it is not adequately staffed to meet the expectations of federal and state legislation.	Seek to increase clerical support staff as well as professional services staff.
• There are strong, cohesive teams which appropriately place students in programs by need.	Continue to refine the process.
• Use of home rooms to allow closer relationships with students and for follow-up with cottages.	Develop, publish and implement specific goals and objectives for home rooms.
• Because of federal and state mandates, teachers expend great amounts of time completing IEP's and M-Teams.	Management has no control over the number or nature of IEP's mandated. Review legal requirements to see if the number or process nature of the IEP's could be altered or streamlined.
• Current assessment system does not reflect student learning styles.	Alternative assessments to address learning styles. Train staff in learning styles.
• OJOR includes educational information in their process on either a cursory level or not at all.	Include educational participation and achievement as part of the youth's plan and/or treatment program expectations.
• There is little evidence of transition planning for students in relation to employment, further education, and career planning.	Develop a transition planning process for all students with an emphasis on career planning and follow-up that could include interaction with technical colleges, local schools, and employers. The educational program should lead students to the development of written educational goals and plans to achieve them when they matriculate.
• The designated vocational instruction (DVI) program is focused in one vocational area.	Expand the DVI concept into all areas involving all vocational and special staff.

Ethan Allen

PUPIL SERVICES

Conclusions	Recommendations
• Social workers spend almost all of their time doing paperwork.	Focus paperwork on youth needs (Not OJOR needs). Review paperwork expectations and process to streamline and decrease. Involve social workers in facilitating groups. Provide in-service to cottage teachers, youth counselors and social workers to develop a common mission.

LINCOLN HILLS SCHOOL

TEAM EVALUATION CONCLUSIONS AND RECOMMENDATIONS

The on-site evaluation team appreciated the hospitality and courtesy extended to them during the visit to Lincoln Hills. The openness with which interviews were conducted indicates that considerable preparations were made by everyone at the school involved in the evaluation. It is clear that the school is sincere in its efforts to improve the programs, and the team appreciates their work towards that accomplishment.

Individual program conclusions and recommendations are identified in the following four sections: Curriculum and Instruction (Pods Configuration, PASS Instructional Program, Invest Tutorial Program); Administration; Facilities, Equipment and Materials; and Pupil Services. The team identified strengths and areas that need strengthening. Most of the recommendations address areas that the school can work on to improve and upgrade educational programs for students.

Overall strengths of the offerings at Lincoln Hills include:

- Supportive administration
- Student-centered curriculum and instruction
- Well-maintained facilities
- Safe, protected environment for staff and students
- Positive, caring teacher attitude toward students

There is a need to:

- Develop strategic or long-term planning to guide the school's future
- Provide air conditioning to improve teaching and learning
- Expand and improve vocational offerings as classes are open to a limited student population
- Improve staffing patterns and facility use to provide maximum opportunities for students

The overriding issues affecting curriculum are the range of ages, abilities, and the transient nature of population making curriculum planning and instruction very difficult. Observation revealed that literacy skills instruction has precedence over work place skills.

The over-population of Lincoln Hills School creates problems in all aspects of the institution's operation. As a result, the priorities of the school are first, security; second, treatment; and, third, education. In spite of the fact that education is third in priority, the education staff morale is very good. Teachers are flexible, patient, firm, consistent, and disciplined with students. At the same time they are dedicated and enthusiastic with a positive attitude toward their work. Teachers exhibit genuine concern and care for their students.

The specific recommendations listed in the remainder of the report should be distributed to the staff of each respective area which was evaluated. Staff need to be involved in the review and implementation of changes as recommended in the report. This report from the evaluation team should not be viewed as a final evaluation document but rather a series of recommendations to help develop an agenda for ongoing review and improvement of the programs offered at Lincoln Hills.

Lincoln Hills
CURRICULUM AND INSTRUCTION

CONCLUSIONS	RECOMMENDATIONS
• HSED Program had 110 graduates last year.	Continue emphasis and follow-up as needed.
• Students like the transition program to the outside world.	Conduct follow-up study of program.
• Short-term program is very structured, isolated from other cottages. The purpose is to help students take responsibility for their actions, gain academic skills, and be returned to their community.	
• Channel 1 is viewed by teachers as a good resource which encourages classroom interaction between students and teacher.	Determine if all teachers and students are using Channel 1 and investigate how the program is tied or related to instruction.
• Class sizes are generally appropriate for the facility and the nature of the student population.	Maintain class sizes at a range of 8-10 students per instructional period.

PODS Configuration

CONCLUSIONS	RECOMMENDATIONS
• Provides very good control and security for classroom instruction and is credited with reducing the incidence of discipline/infractions.	
• Liked by teachers because students can be tracked (followed-up during the course of a day).	
• Provides excellent communication and coordination. (Example Miller Cottage).	
• Facilitates individualized instruction options.	
• Encourages a high level of team interaction and esprit de corps among team members.	
• Produced some discomfort among several POD teachers who must teach out of their certification.	Hire staff who have multiple certifications or provide incentives and opportunities for staff to get multiple certifications to provide adequate instruction in several disciplines.

Lincoln Hills
CURRICULUM AND INSTRUCTION
PASS Instructional Program

CONCLUSIONS	RECOMMENDATIONS
• Offers great improvement in student continuity and communication among and between programs.	
• Is easy to follow for most students.	
• Is self-paced to meet the educational needs of this transient population.	
• Provides a means for students to earn credits and encourages them to take responsibility for their own learning.	
• Provides a uniform base to curriculum across all content areas.	Develop a process for curriculum development and articulation to supplement and/or augment the PASS program where needed.
• Provides students with successful educational experiences and students easily see accomplishments.	Design a process which provides student recognition for achievement.
• Is not adequate to be used exclusively for all instruction as it is boring to both students and teachers unless supplemented.	Encourage the use of supplemental materials utilizing a variety of media. Provide supplemental materials to add interest, creativity, and problem solving.
• Is weak in serving low-level readers and unchallenging to high-functioning students.	Coordinate PASS with INVEST.
• Relies on one learning style, does not involve team building skills, and lacks hands-on activities for learners, inhibiting educational growth for students with varied learning styles.	Vary the learning activities with different resources and teaching strategies.
• Contains errors in packet materials that need to be corrected.	Continue current revision process.
• Requires updating and revision of some sections of the math and English curriculum.	Provide supplemental materials to add interest, creativity and problem solving.

Lincoln Hills
CURRICULUM AND INSTRUCTION
Invest Tutorial Program

CONCLUSIONS	RECOMMENDATIONS
• Is an individualized computer program that is concrete, versatile, meets the changing needs of students, and is geared to adult learners and abilities.	
• Is liked by students, but is not routinely available to the general student body.	Expand offering to all students.
• Does not correlate with PASS Program.	Correlate with PASS.
• Allows students to pass unit tests without demonstrating learning (process of elimination responses).	Instructors need to monitor tutorial and examinations. Use of some alternate tests, such as teacher made tests, to encourage students to study the materials.

Lincoln Hills
CURRICULUM AND INSTRUCTION
Vocational Curriculum

CONCLUSIONS	RECOMMENDATIONS
• Vocational curricula in foundry, construction, woods, business education and food service reflect skills employers need.	Division of youth services needs to provide resources to expand vocational curriculum to include additional occupational areas that are potential future employment opportunities.
• Foundry program includes job placement.	Consider this model for other programs.
• Food Service has a written philosophy with objectives to help students develop work and social skills to succeed in the world of work.	
• Vocational Education provides good training for the few students chosen to enter those programs.	Provide access to more students.
• Business Education classroom is spacious and equipped with computers and typewriters.	Review computer use for greater utilization by more students.
• Business Education classroom lacks computer software.	Access current software for additional business applications and utilize all computers.
• Limited vocational offerings (Example- no marketing, health occupations, agribusiness, CAD, electronics, auto service, and graphic arts in technology education.)	Division of Youth Services needs to provide resources to develop other programs that will: - Expand the communication skills to students - Integrate instruction and demonstrate applications to the world of work - Provide an opportunity to identify and develop career interests.
• Students lack exposure to areas such as CAD, Electronics, Auto Service, and Graphic Arts in technology education	Develop business Art/Graphic illustrating programs that will: - Expand the communication skills of students - Integrate instruction and demonstrate applications to the world of work - Provide an opportunity to identify and develop career interests.
• Does not appear to have a complete School-to-Work Program.	Expand collaboration efforts between and among teachers (i.e., academic and academic, academic and vocational, vocational and vocational, and between teachers and the community). Develop a plan to interact with business and industry.

Lincoln Hills
CURRICULUM AND INSTRUCTION
Vocational Curriculum (Continued)

CONCLUSIONS	RECOMMENDATIONS
• No evidence of applied and integrated instruction between academic and vocational instructional areas.	Utilize applied/integrated vocational education materials/strategies already available.
• Some vocational courses appear to be based on history as opposed to future occupational opportunities.	Develop a Technology Education Program with funding and physical plant provisions that will: - Expand technological literacy of students - Integrate instruction and demonstrate applications - Provide an opportunity to identify and develop career interests
• No vocational education plan or rationale in place.	Conduct a needs assessment to determine what vocational programs should be added. - Identify the needs of students *Vocational abilities & interests *Learning styles - Assess labor market needs *Jobs with entry-level job openings *Competency requirements *Focus on jobs that require short-to-moderate, length training programs - Develop articulation agreements with technical colleges
• Foundry and Construction programs limited to HSED students.	Expand offerings to all students.

Lincoln Hills
ADMINISTRATION

CONCLUSIONS	RECOMMENDATIONS
• Teachers and educational administration have a good relationship including respect, good communication, administrative scheduling, support of teacher decisions and positive monthly meetings.	
• There is administrative support for professional development. (Example- encouraging EEN certification for all teachers.)	
• Administration has hired good teachers.	
• Cottage staff and teachers communicate well.	
• Foster Grandparent Program is viewed as very beneficial by teachers and students.	Continue and expand the program.
• A standard day for teachers in the correctional facility should be similar to that of public school teachers, 240 to 280 minutes of direct student contact.	Additional consideration should be given to EEN staff dependent upon individual class load requirements.
• There is a lack of a systematic approach and adequate time for curriculum development and revision.	In light of proposed changes at the state level regarding youth offenders, Lincoln Hills School needs a long-range plan to have some control over future development of their programs. Strengthen the curriculum responsibilities of the assistant principals to assist in curriculum development and articulation.
• No evidence of a vocational needs assessment or vocational program planning. It appears some vocational courses are being used as holding areas for students.	Conduct needs assessment to determine program needs and expose students to a variety of vocational programs.
• Teachers feel that the current system of unit management creates a conflict between educational and institutional goals. Teachers feel that the education department views may be overridden by the majority members of the administrative team who come from care, treatment and security perspective.	Management and representatives of the three unions at Lincoln Hills School should review existing site staffing policies and procedures to come up with suggestions for change. The outcome of this would maximize educational time staff spent with students and cooperation among represented classes of employees.
• Records office is sometimes over-burdened with requests.	Consider staff cross training, or limited term employment (LTE), during heavy request periods.

Lincoln Hills
ADMINISTRATION (Continued)

CONCLUSIONS	RECOMMENDATIONS
• There are few networking opportunities offered for staff to interact with other schools/professionals.	Staff need to get more involved in outside training sessions and workshops to include: - Participation in local area school advisory committees. - Local/regional meetings and workshops. - State vocational conference in August. - Professional organizations and conferences related to their specific content areas. - Visits to schools and businesses to view settings related to their subject areas.
• Teachers noted inconsistencies in how they achieve continuing education for accreditation. With 12 month teaching it is difficult to access courses for recertification.	Provide and encourage staff development in areas such as: - Alternative assessment strategies - Learning styles and multiple intelligence - Instructional strategies - Integrated and applied instruction - Team building - Use of portfolios
• Teachers feel the administration can be inflexible in resolving some issues such as policy and direction of department use of computer lab.	Develop a plan to provide greater access.
• Budget provides basic supplies, but not for simple needs such as crayons, colored pencils, extension cords, etc.	Provide school funding for school supplies.
• Resources may not match need of Miller Cottage students. Some of the highest need students have less access to resources such as computer lab and Chapter 1 teacher.	Consider reallocation of resources to provide access to services for more students.

Lincoln Hills
FACILITIES AND EQUIPMENT

CONCLUSIONS	RECOMMENDATIONS
• Facilities appear well maintained. Facilities and structures provide a safe, protected environment.	
• Education Building has ramps for handicapped.	
• Computer system is not fully networked and is unavailable in some areas.	Develop a plan which looks at funding, donations, grants, etc., to provide additional equipment.
• Education Building is hot and stuffy, contributing to the problems of overcrowding and increase of computer repair.	Provide some means of alleviating hot and stuffy conditions through better ventilation, air conditioning or reflective roofing.
• Institution overcrowding results in a disjointed education program (some students are taught only every other day).	Build adequate facilities to match student population and educational needs.
• Few current reference materials and no computer and software to enable library to integrate with classroom instruction.	Update library materials, computer hardware and software to become a Media Center and extension of the classroom. Students need to learn how to access and interpret information.

Lincoln Hills
PUPIL SERVICES

CONCLUSIONS	RECOMMENDATIONS
• Teachers frustrated by having to update IEP's after only a few days contact with a student.	Review the legal requirements to see if the number, or nature of the IEP's, could be altered. Review process to see if IEP's and M-teams could be streamlined. Utilize computer based student management system.
• Little career guidance is evident.	Develop a planning process for students with an emphasis on career planning and follow-up that could include interaction with technical colleges, local schools and employers.
• WCIS program for career planning is available, but few know how to use it.	Provide inservice training to all teaching staff in the use of WCIS program.
• Teachers must seek out grades for present students as they switch PODS.	Improve communication among teachers. Investigate computer based student management system.
• Chapter 1 service is not focused or flexible to meet the needs of students.	Match services with needs.
• Survival Skills Program is not currently used. A systematic social skills program is needed.	Include social skills component in every content area of the curriculum.
• There are no opportunities for students to develop and utilize their creative talents through music or art.	Instigate a Recreation Program, A Foster Grandparent with a music/art background or a former music/art teacher, may be able to contribute.

Appendix A

Sample Survey Questionnaires

Ethan Allen
Student Survey

Directions: Answer the following items based on your experiences at Ethan Allen. Use the following responses:

5=SA=Strongly Agree
4= A=Agree
3= U=Undecided
2= D=Disagree
1=SD=Strongly Disagree

ITEMS	Responses SA 5	A 4	U 3	D 2	SD 1
1. I feel safe here	5	4	3	2	1
2. I am developing more confidence in my class work	5	4	3	2	1
3. I do not like to study	5	4	3	2	1
4. I am learning some useful vocational skills (i.e., welding, printing, auto mechanics, woodworking, food service, business education, building maintenance)	5	4	3	2	1
5. I am learning math skills	5	4	3	2	1
6. I am learning how to control my anger	5	4	3	2	1
7. I am learning reading skills	5	4	3	2	1
8. I do not have enough to do to keep me busy	5	4	3	2	1
9. I get extra help when I request it	5	4	3	2	1
10. I am treated fairly here	5	4	3	2	1
11. I feel safer here than on the outs	5	4	3	2	1
12. I am learning how to handle conflict	5	4	3	2	1
13. I am given homework	5	4	3	2	1
14. I could use more individual help in my classes	5	4	3	2	1
15. I am learning to take responsibility for my actions	5	4	3	2	1
16. I never have conflicts with other students	5	4	3	2	1
17. Often students will help me when I need help	5	4	3	2	1

-Over-

ITEMS	Responses SA 5	A 4	U 3	D 2	SD 1
18. I am learning to follow the rules here	5	4	3	2	1
19. The trouble I get into here is often my fault	5	4	3	2	1
20. Our counselors are helpful	5	4	3	2	1
21. Other students hassle me	5	4	3	2	1
22. I have enough classwork, assignments and activities to keep me busy	5	4	3	2	1
23. I have not developed any friendships with other students	5	4	3	2	1
24. Youth counselors treat me fairly	5	4	3	2	1
25. I understand the rules here	5	4	3	2	1
26. Time really goes slowly	5	4	3	2	1
27. Teachers encourage me to do good work in their classes	5	4	3	2	1
28. My teachers tell me how to improve my classwork	5	4	3	2	1
29. In class I usually do what I want to do	5	4	3	2	1
30. Teachers listen to me	5	4	3	2	1
31. My teachers expect me to do good work in their classes	5	4	3	2	1
32. Counselors encourage me to improve my behavior	5	4	3	2	1
33. My teachers talk about future employment	5	4	3	2	1
34. My counselors talk about future employment	5	4	3	2	1
35. I have been encouraged to plan for future employment	5	4	3	2	1
36. I am in a program to prepare for future employment	5	4	3	2	1
37. I am better prepared for employment than before I came to Ethan Allen	5	4	3	2	1

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ITEMS	Responses SA 5	A 4	U 3	D 2	SD 1
38. When I have free time I read	5	4	3	2	1
39. I am learning writing skills	5	4	3	2	1
40. When I am in my job site I am learning job skills and behaviors which will help me get and keep a job on the outs	5	4	3	2	1

41. How old are you?

(1) _____ 12-13
(2) _____ 14-15
(3) _____ 16-17
(4) _____ 18-19
(5) _____ 20-21
(6) _____ 22 or Older

42. How long have you been at Ethan Allen?

(1) _____ Less Than 1 Month
(2) _____ 1-2 Months
(3) _____ 3-6 Months
(4) _____ 7-12 Months
(5) _____ 1-2 Years
(6) _____ 2-3 Years
(7) _____ 4-5 Years
(8) _____ 6 or More Years

Please respond to each of the following questions and statements as they relate to your work and responsibilities.

1. What is your current position *(Check one)*

(1) ____ Instructor: vocational (Ag, Business, Family & Consumer Ed, or Tech Ed)
(2) ____ Instructor: academic and nonvocational
(3) ____ Instructor: special needs

2. In the programs you teach, administer, or provide guidance, are the following assessed/identified? *(Check all that apply)*

(1) ____ Students' occupational skills
(2) ____ Students' needs, interests and abilities
(3) ____ Facility/equipment needs
(4) ____ Entrance and program requirements at postsecondary schools
(5) ____ Curriculum needs
(6) ____ Labor market needs/job opportunities related to our program

3. To what extent is input from people in business, industry and other external organizations/agencies used to improve the curriculum at Ethan Allen?

(1) ____ Extensively
(2) ____ Usually
(3) ____ Seldom
(4) ____ Never

4. To what extent is staff input solicited and utilized for improving your courses and/or program?

(1) ____ Extensively
(2) ____ Usually
(3) ____ Seldom
(4) ____ Never

5. Do you use the resources of business and industry? *(Check all that apply)*

(1) ____ Have people from local businesses and industries speak to my students
(2) ____ Use equipment owned or given by business and industry in my teaching
(3) ____ Meet with people in business and industry to discuss and identify the competencies our graduates need
(4) ____ Meet with people in business and industry to identify examples, activities and problems for my teaching
(5) ____ Other _____

6. Teachers are: *(Check all that apply)*

(1) ____ given adequate preparation time
(2) ____ provided adequate curriculum development time
(3) ____ provided adequate in-service on instructional practices and content
(4) ____ given access to appropriate and adequate in-school facilities

7. In which of the following activities have you participated during the past two years to improve your professional competencies and expand your knowledge of your discipline or field? *(Check all that apply)*

(1) ____ Conferences and conventions
(2) ____ College courses
(3) ____ Private or industry sponsored educational programs
(4) ____ Travel
(5) ____ Technical College courses/workshops
(6) ____ Work experiences
(7) ____ Workshops (in school or at other locations)
(8) ____ Memberships in professional associations

8. What did you learn as a result of the activities checked in item #10? *(Check all that apply)*

(1) ____ New developments in my discipline/field
(2) ____ Applications of my discipline to business and industry
(3) ____ New teaching techniques
(4) ____ New counseling techniques
(5) ____ Use of computers and software in my work
(6) ____ Tech Prep concepts
(7) ____ Techniques for working with our students
(8) ____ Selecting/developing nonbiased materials
(9) ____ Use of labor market information
(10) ____ Other _____

9. Is a placement program available to help students select additional education, training, or employment?

(1) ____ Yes
(2) ____ Not Sure
(3) ____ No

10. During the last two years I have: *(Check all that apply)*

(1) ____ Worked with teachers in other disciplines to integrate our instruction.
(2) ____ Given students more information on the impacts of events in other states and countries on our community.
(3) ____ Participated in the development and use of Individualized Education Plans (IEP) for our students
(4) ____ Adapted my classrooms and laboratories for the handicapped
(5) ____ Modified methods, materials or content to meet individual learning styles of students
(6) ____ Developed more examples and learning activities that apply my discipline to practical tasks
(7) ____ Used more cooperative learning activities with my students
(8) ____ Used curriculum maps
(9) ____ Placed more emphasis on decision-making skills

11-26. Several competencies are listed in the left-hand column. Indicate the amount of emphasis you give to each in your work as a teacher, counselor, administrator, and/or through other interactions with students. Use the following responses.

1 = N = None 2 = L = Little 3 = S = Some 4 = M = Much 5 = E = Extensive 6 = VE = Very Extensive

Student Competencies	Very Extensive 6	Extensive 5	Much 4	Some 3	Little 2	None 1
Ability to:						
11. work as a part of a team	6	5	4	3	2	1
12. lead a team	6	5	4	3	2	1
13. take responsibility	6	5	4	3	2	1
14. solve problems	6	5	4	3	2	1
15. search out more information on a problem	6	5	4	3	2	1
16. apply academic competencies to tasks done in local companies	6	5	4	3	2	1
17. use technology (such as computers) in daily activites	6	5	4	3	2	1
18. set goals	6	5	4	3	2	1
19. select a career	6	5	4	3	2	1
20. develop a career plan	6	5	4	3	2	1
21. develop a portfolio	6	5	4	3	2	1
22. develop a resume	6	5	4	3	2	1
23. adapt to change	6	5	4	3	2	1
24. describe technical college entrance requirements	6	5	4	3	2	1
25. describe university entrance requirements	6	5	4	3	2	1
26. use feedback to improve their work	6	5	4	3	2	1

27. In what other areas are students learning new competencies and skills?

28. What are the strengths of the programs here?

29. How could these programs be improved?

30. In what areas do you need in-service training?

3/10/95

Ethan Allen
Support Staff Survey

Directions: Answer the following items based on your position and experiences at Ethan Allen. Make your responses in the spaces provided. Provision is made for comments at the end of this survey.

1. What is your current position? (Check One)

   (1) _____ Counselor
   (2) _____ Section Manager
   (3) _____ Shift Supervisor
   (4) _____ Social Worker
   (5) _____ Worksite Supervisor
   (6) _____ Other _____

2. To what extent is your input requested and used for improving courses and services at Ethan Allen?

   (1) _____ Extensively
   (2) _____ Usually
   (3) _____ Seldom
   (4) _____ Never

3. I receive or received (Check All That Apply)

   (1) _____ Appropriate orientation to my job.
   (2) _____ Adequate in-service training for my job.
   (3) _____ Periodic in-service training to help me do my work better.
   (4) _____ Opportunities to attend workshops, conferences, and/or conventions.
   (5) _____ Opportunities to take college courses.
   (6) _____ Opportunities to take technical college courses/workshops.
   (7) _____ Adequate information on the students I work with.
   (8) _____ Adequate information on school policies and rules.
   (9) _____ Other _____

-Over-

4-23. Use the following responses to respond to the statements below. Respond based on your feelings and perceptions.

5=SA=Strongly Agree
4= A=Agree
3= U=Undecided
2= D=Disagree
1=SD=Strongly Disagree

STATEMENTS	Responses SA 5	A 4	U 3	D 2	SD 1
4. Teachers and staff members work together as a team	5	4	3	2	1
5. I get enough information on my students to work effectively with them	5	4	3	2	1
6. Students are developing useful occupational skills	5	4	3	2	1
7. Students are developing the basic skills they need in the areas of math, science, communications and social studies	5	4	3	2	1
8. Staff and teachers consistently require students to follow rules here	5	4	3	2	1
9. I enjoy my work	5	4	3	2	1
10. Students thank me when I help them	5	4	3	2	1
11. I compliment students when they do a good job and/or behave appropriately	5	4	3	2	1
12. Staff and teachers treat our students fairly	5	4	3	2	1
13. Students are learning to be responsible for their behaviors	5	4	3	2	1
14. Students are developing the personal and social skills they need	5	4	3	2	1
15. I need more time to work with individual students	5	4	3	2	1
16. Students are developing the job seeking skills they need	5	4	3	2	1
17. Students are learning how to handle criticism in a positive way	5	4	3	2	1
18. Students are learning the importance of following rules	5	4	3	2	1
19. Students receive enough help from teachers and staff	5	4	3	2	1

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STATEMENTS	Responses SA 5	A 4	U 3	D 2	SD 1
20. Students are learning how to get along with other people	5	4	3	2	1
21. Students are learning how to solve problems in a positive way	5	4	3	2	1
22. Students are learning how to handle and control their anger	5	4	3	2	1
23. Students are learning how to work as a part of a team	5	4	3	2	1

24. In what other areas are students learning new competencies and skills?

25. What are the strengths of the programs here?

26. How could these programs be improved?

27. In what areas do you need in-service training?

Thank you. Please return this form as directed in the cover memo.

Appendix B

Lincoln Hills Survey Results

Student Survey: Age of Student

Teacher Survey

Support Staff Survey

Table S1
Student Survey Results
Lincoln Hills

ITEMS	Total MN	Total SD	<1M	1-2M	3-6M	7-12M	1-2Yr	2-3Yr	4-5Yr
1. I feel safe here	3.1	1.3	4.1	3.4	3.0	3.0	2.9	2.7	2.9
2. I am developing more confidence in my class work.	3.5	1.2	3.5	3.8	3.5	3.3	3.6	3.5	3.6
3. I do not like to study	2.9	1.3	3.0	3.0	2.9	2.6	2.8	3.2	2.7
4. I am learning some useful vocational skills (i.e., typing, accounting, foundry construction, woodworking, food service, business education)	3.4	1.4	2.5	3.2	3.3	3.7	3.9	3.3	3.5
5. I am learning math skills	3.5	1.2	3.5	3.8	3.4	3.2	3.6	3.5	3.5
6. I am learning how to control my anger	3.5	1.4	3.5	4.0	3.5	3.4	3.4	3.2	3.5
7. I am learning reading skills	3.4	1.3	3.1	3.5	3.6	3.4	3.5	3.6	3.0
8. I do not have enough to do to keep me busy	2.7	1.4	2.5	2.7	2.5	2.8	2.8	2.9	3.5
9. I get extra help when I request it	3.0	1.3	3.3	3.3	3.1	3.1	2.9	2.4	2.6
10. I am treated fairly here	2.7	1.3	3.3	3.1	2.9	2.6	2.4	1.9	2.0
11. I feel safer here than on the outs	2.1	1.3	2.0	2.2	2.1	2.1	1.8	2.0	1.9
12. I am learning how to handle conflict	3.2	1.3	3.4	3.6	3.3	3.3	2.9	3.0	3.2
13. I am given homework	3.5	1.3	3.9	3.8	3.7	3.7	3.1	2.4	2.9
14. I could use more individual help in my classes	3.1	1.2	2.8	3.2	3.1	3.2	3.2	3.2	2.7
15. I am learning to take responsibility for my actions	3.8	1.2	4.3	4.2	3.8	3.8	3.6	3.5	3.6
16. I never have conflicts with other students	2.4	1.3	3.3	3.4	2.2	1.9	1.9	2.2	2.0
17. Often students will help me when I need help	2.8	1.3	3.3	2.8	2.9	2.7	2.7	2.8	2.3
18. I am learning to follow the rules here	3.8	1.1	4.3	4.3	3.9	3.8	3.6	3.4	3.3
19. The trouble I get into here is often my fault	3.2	1.3	3.3	3.1	3.3	3.3	3.1	3.2	3.1
20. Our counselors are helpful	2.9	1.4	3.5	3.1	3.2	2.8	2.5	2.2	2.1

#Responses are based on the following scale:

5=SA=Strongly Agree
4=A=Agree
3=U=Undecided
2=D=Disagree
1=SD=Strongly Disagree

Table S1 Lincoln Hills (Continued)

ITEMS	Total MN	Total SD	<1M	1-2M	3-6M	7-12M	1-2Yr	2-3Yr	4-5Yr
21. Other students hassle me	2.7	1.3	2.2	2.8	2.9	2.7	2.3	3.2	2.7
22. I have enough classwork, assignments and activities to keep me busy	3.3	1.4	3.3	3.6	3.6	3.3	2.7	2.9	3.0
23. I have not developed any friendships with other students	2.2	1.1	2.1	2.5	2.1	2.1	2.2	2.3	2.6
24. Youth counselors treat me fairly	2.9	1.3	3.7	3.4	3.1	2.8	2.6	2.3	2.2
25. I understand the rules here	3.9	1.1	3.9	4.3	4.0	3.7	3.8	4.0	3.6
26. Time really goes slowly	3.0	1.4	3.2	3.0	2.8	2.9	3.0	3.8	3.4
27. Teachers encourage me to do good work in their classes	3.8	1.2	3.6	3.9	3.9	3.7	3.5	3.8	3.9
28. My teachers tell me how to improve my classwork	3.5	1.2	3.4	3.3	3.7	3.5	3.4	3.1	3.4
29. In class I usually do what I want to do	2.6	1.1	2.7	2.6	2.5	2.5	2.8	2.9	2.5
30. Teachers listen to me	3.4	1.2	3.7	3.4	3.6	3.5	3.3	3.1	3.6
31. My teachers expect me to do good work in their classes	4.0	1.0	4.2	4.1	4.1	3.9	3.8	3.6	3.8
32. Counselors encourage me to improve my behavior	3.5	1.3	3.6	3.8	3.4	3.6	3.3	3.0	3.3
33. My teachers talk about future employment	3.1	1.3	3.1	3.0	3.1	3.0	3.2	3.1	3.1
34. My counselors talk about future employment	2.8	1.3	3.0	2.9	2.8	2.9	2.8	2.9	2.7
35. I have been encouraged to plan for future employment	3.4	1.3	3.6	3.6	3.4	3.3	3.4	3.6	3.7
36. I am in a program to prepare for future employment	2.8	1.3	2.9	3.0	3.1	2.6	2.7	2.7	2.5
37. I am better prepared for employment than before I came to Lincoln Hills	3.1	1.4	2.8	3.4	3.3	3.0	2.9	3.1	2.3
38. When I have free time I read	3.1	1.4	3.0	3.2	3.2	2.9	3.2	3.8	2.8
39. I am learning writing skills	3.3	1.2	3.2	3.3	3.3	3.2	3.5	3.7	3.6
40. When I am in my job site I am learning job skills and behaviors which will help me get and keep a job on the outs	3.3	1.3	3.2	3.6	3.3	3.1	3.2	3.3	3.8

Table S1 Lincoln Hills (Continued)

41. How old are you?

	Age	Number	Percent
(1) ____	12-13	6	2
(2) ____	14-15	89	28
(3) ____	16-17	187	58
(4) ____	18-19	35	11
(5) ____	20-21	0	0
(6) ____	22 or Older	1	6
	OMIT	3	1

42. How long have you been at Lincoln Hills?

	Time	Number	Percent
(1) ____	Less Than 1 Month	24	7
(2) ____	1-2 Months	51	16
(3) ____	3-6 Months	86	27
(4) ____	7-12 Months	75	23
(5) ____	1-2 Years	47	15
(6) ____	2-3 Years	22	7
(7) ____	4-5 Years	11	3
(8) ____	6 or More Years	2	1
	OMIT	3	1

Total Number Responding=321

Teacher Survey Results

Please note:

The survey results for both Lincoln Hills and Ethan Allen, as printed on the chart, are not in numerical order. The questions and responses were re-grouped to put like topics together.

Table T1
Teacher Survey Results
Lincoln Hills

ITEMS	Total N	Total %	Voc. Instr. N	Voc. Instr. %	Academic Instr. N	Academic Instr. %	Special Needs Instr. N	Special Needs Instr. %
2. In the programs you teach, administer, or provide guidance, are the following assessed identified? (Check All That Apply)								
(1) ____ Students' occupational skills	9	25	2	40	4	18	3	33
(2) ____ Students' needs, interests & abilities	28	78	4	80	17	77	7	78
(3) ____ Facility/equipment needs	10	28	3	60	5	23	2	22
(4) ____ Entrance and program requirements at postsecondary schools	6	17	0	-	4	18	2	22
(5) ____ Curriculum needs	27	75	1	20	18	82	8	89
(6) ____ Labor market needs/job opportunities related to our program	8	22	2	40	5	23	1	11
OMIT	1	3			1	3		
9. Is a placement program available to help students select additional education, training, or employment?								
(1) ____ Yes	9	25	1	20	4	18	4	44
(2) ____ Not Sure	4	11	1	20	2	9	1	11
(3) ____ No	21	58	3	60	14	64	4	44
OMIT	2	6			2	6		
4. To what extent is staff input solicited and utilized for improving your courses and/or program?								
(1) ____ Extensively	3	8	0	-	1	5	2	22
(2) ____ Usually	16	44	0	-	7	32	5	65
(3) ____ Seldom	13	3	4	80	11	50	1	11
(4) ____ Never	3	4	1	20	2	9	1	11
OMIT	1	3			1	5		

Table T1 Lincoln Hills (Continued)

ITEMS	Total N	Total %	Voc. Instr. N	Voc. Instr. %	Academic Instr. N	Academic Instr. %	Special Needs Instr. N	Special Needs Instr. %
6. Teachers are: (Check All That Apply)								
(1) ____ Given adequate preparation time	27	75	4	80	16	73	7	78
(2) ____ Provided adequate curriculum development time	11	31	3	60	5	23	3	33
(3) ____ Provided adequate inservice on instructional practices and content	12	33	2	40	7	32	3	33
(4) ____ Gives access to appropriate and adequate in-school facilities	13	36	2	40	9	41	2	22
OMIT	8	22	1	20	5	23	2	22
7. In which of the following activities have you participated during the past two years to improve your professional competencies and expand your knowledge of your discipline or field? (Check All That Apply)								
(1) ____ Conferences and conventions	36	100	5	100	22	100	9	100
(2) ____ College courses	24	67	4	80	12	55	8	89
(3) ____ Private or industry sponsored educational programs	5	14	1	20	3	14	1	11
(4) ____ Travel	7	19	1	20	5	23	1	11
(5) ____ Technical college courses/workshops	4	11	2	40	1	5	1	11
(6) ____ Work experiences	10	28	1	20	6	27	3	33
(7) ____ Workshops (in school or at other locations)	25	69	2	40	16	73	7	78
(8) ____ Memberships in professional associations	15	42	2	40	9	41	4	44
Total Number of Teachers Responding	36		5		22		9	

Table T1 Lincoln Hills (Continued)

ITEMS	Total N	Total %	Voc. Instr. N	Voc. Instr. %	Academic Instr. N	Academic Instr. %	Special Needs Instr. N	Special Needs Instr. %
3. To what extent is input from people in business, industry and other external organizations/agencies used to improve the curriculum at Lincoln Hills?								
(1) ____ Extensively	1	3	1	20	0	-	0	-
(2) ____ Usually	2	6	1	20	1	5	0	-
(3) ____ Seldom	23	64	3	60	16	73	4	44
(4) ____ Never	8	22	0	0	4	18	4	44
OMIT	2	6			1	5	1	11
5. Do you use the resources of business and industry? (Check All That Apply)								
(1) ____ Have people from local businesses and industries speak to my students	5	14	1	20	3	14	1	11
(2) ____ Use equipment owned or given by business and industry in my teaching	2	6	1	20	1	5	0	-
(3) ____ Meet with people in business and industry to discuss and identify the competencies our graduates need	4	11	2	40	1	5	1	11
(4) ____ Meet with people in business and industry to identify examples, activities and problems for my teaching	3	8	2	40	1	5	0	4
(5) ____ Other _____	5	14	-	-	4	18	1	11
OMIT	22	61	3	60	13	59	6	67
Total Number of Teachers Responding	36		5		22		9	

Table T1 Lincoln Hills (Continued)

ITEMS	Total N	Total %	Voc. Instr. N	Voc. Instr. %	Academic Instr. N	Academic Instr. %	Special Needs Instr. N	Special Needs Instr. %
10. During the last two years I have: (Check All That Apply)								
(1) ____ Worked with teachers in other disciplines to integrate our instruction	22	61	22	61	14	64	7	78
(2) ____ Given students more information on the impacts of events in other states and countries on our community	25	69	25	69	17	77	5	56
(3) ____ Participated in the development and use of Individualized Education Plans (IEP) for our students	23	64	23	64	14	64	8	89
(4) ____ Adapted my classrooms and and laboratories for the handicapped	10	28	10	28	8	36	2	22
(5) ____ Modified methods, materials or content to meet individual learning styles of students	35	97	35	97	21	95	9	100
(6) ____ Developed more examples and learning activities that apply my discipline to practical tasks	25	69	25	69	16	73	7	78
(7) ____ Used more cooperative learning activities with my students	18	50	18	50	15	68	3	33
(8) ____ Used curriculum maps	5	14	5	14	2	9	3	33
(9) ____ Placed more emphasis on decision-making skills	24	67	24	67	15	68	6	67
OMIT	1	3			1	14		

Table T1 Lincoln Hills (Continued)

ITEMS	Total N	Total %	Voc. Instr. N	Voc. Instr. %	Academic Instr. N	Academic Instr. %	Special Needs Instr. N	Special Needs Instr. %
8. What did you learn as a result of the activities checked in item #10? (Check All That Apply)								
(1) ____ New developments in my discipline/ field	25	69	1	20	1	20	7	78
(2) ____ Applications of my discipline to business and industry	7	19	2	40	2	40	0	-
(3) ____ New teaching techniques	25	69	2	40	2	40	9	100
(4) ____ New counseling techniques	13	36	0	-	0	-	5	56
(5) ____ Use of computers and software in my work	20	56	4	80	4	80	4	44
(6) ____ Tech prep concepts	7	19	2	40	2	40	0	-
(7) ____ Techniques for working with our students	25	69	1	20	1	20	6	67
(8) ____ Selecting/developing nonbiased materials	13	36	1	20	1	20	4	44
(9) ____ Use of labor market information	6	17	1	20	1	20	1	11
(10) ____ Other _____	-	-	-	-	-	-	-	-
OMIT	3	8	1	20	2	9		
Total Number of Teachers Responding	36		5		22		9	

Table T1 Lincoln Hills (Continued)
Emphasis Teacher Give to Various Student Competencies

Student Competencies	Total MN	Total Sd	Voc. Instr. MN	Voc. Instr. Sd	Academic Instr. MN	Academic Instr. Sd	Special Needs Instr. MN	Special Needs Instr. Sd
Ability To:								
11. Work as a part of a team	4.3	1.4	4.8	1.3	4.1	1.4	4.4	1.6
12. Lead a team	2.9	1.0	3.0	0.0	2.9	1.1	2.7	1.0
13. Take responsibility	4.9	1.1	4.8	1.1	5.0	1.0	4.7	1.5
14. Solve problems	4.6	.9	4.8	1.1	4.4	.9	4.8	1.0
15. Search out more information on a problem	4.0	1.1	4.4	.9	3.9	1.3	4.1	.9
16. Apply academic competencies to tasks done in local companies	2.2	1.4	2.6	2.1	2.1	1.3	2.3	1.2
17. Use technology (such as computers) in daily activities	3.2	1.4	4.8	1.3	2.9	1.2	3.2	1.5
18. Set goals	4.3	1.0	4.8	1.3	4.1	.9	4.3	1.1
19. Select a career	3.1	1.2	4.6	1.1	2.9	.9	2.7	1.4
20. Develop a career plan	2.7	1.2	4.2	1.1	2.5	1.0	2.3	1.2
21. Develop a portfolio	2.0	1.1	2.0	1.4	1.6	1.0	1.7	1.1
22. Develop a resume	2.6	1.7	3.6	1.7	2.5	1.7	2.2	1.4
23. Adapt to change	4.2	1.2	4.6	.9	3.9	1.2	4.8	1.0
24. Describe technical college entrance requirements	2.9	1.2	3.2	1.3	2.9	1.3	2.6	1.2
25. Describe university entrance requirements	3.0	1.1	3.0	.7	3.1	1.2	2.9	1.3
26. Use feedback to improve their work	4.7	1.1	5.3	.5	4.3	1.6	5.3	.7
Total Number of Teachers Responding	36		5		22		9	

#Statistics are based on the following scale:

1=N=None 2=L=Little 3=S=Some 4=M=Much 5=E=Extensive 6=VE=Very Extensive

Lincoln Hills Teacher Survey

Please note: Questions 5 and 8 list responses to the "Other" category contained in the survey questions. The responses to questions 27-30, asking for specific information, have been edited to eliminate duplication of responses. The number of responses are contained in parenthesis.

5. Do you use the resources of business and industry?

   - None. (3)
   - Medical/Sexual needs offer speaker from planned parenthood and health personnel from outside. (3)

8. What did you learn as a result of the activities checked in item #10. (Check all that apply)

   - Requirements for Special Ed paperwork.

27. In what other areas are students learning new competencies and skills?

   - Social/Interpersonal relations skills, organization skills, communication skills and time management. (11)
   - Problem solving skills.
   - Some students are learning for the first time what opportunities are available for them and what mainstream society is about.
   - Desktop Publishing; Word Perfect software, and Microsoft Word.
   - This depends which cottage pod is "chosen" to receive which program. Some pods get good access some none at all. *Chosen by pods not by individual needs (see #30).
   - Vocational needs are being addressed.
   - Through cottage jobs work study.
   - Physical education.

28. What are the strengths of the programs here?

   - Individualized learning programs based on ability level of each student, working at his own pace, safe environment, small class sizes. (12)
   - One-on-one help and attention given to all students, accountability for actions and behavior. (3)
   - Based on teaching regular school skills to help them maintain the skills of non at-risk students. (2)
   - The PASS program strengths are that credit is earned by the amount of effort the student gives. A student can earn credits faster then in a regular high school and a HSED Diploma if he is industrious. (2)
   - Team teaching consensus, interrelatedness of teaching approach/goals, degree of control over student behavior outcomes.
   - Coordinating expectations - point system with cottage programming.
   - Training for work world - ready for entry-level and above in foundry.
   - Teachers, social workers and youth counselors work together.

29. How could these programs be improved?

- We need a structured basic "survival skills" program and a more specific, intense job training program for low-level students who have no hope of earning a school diploma. (3)
- Minimizing the transfer of students from one program to another unless treatment is an issue. In 1994, 513 students entered and exited class with 405 in class 20 days or less. So far in 1995, 90 students exited with 66 students of this group having 50 or less days in class. (2)
- More curriculum updating time. (2)
- More extensive use of what we have on the computers.
- More down time for preparation, more time off for training, monetary assistance with further education.
- More "actual" EEN programs in self-contained settings - almost all EEN effort is placed in diagnosis with very little follow-up in actual programs.
- Improve quality of some of the students' work. Additional course offerings in academic disciplines.
- Use current curricular materials - be given some latitude in ordering - purchasing text materials.
- More money could be used to broaden vocational preparation for the students.
- We are short on everything - books, maps, hands-on opportunities, access to computers, and reading material.
- Offer a wider variety of elective subjects. Students get no art or music.
- Work with students at their Level/Demand results.

30. In what areas do you need in-service training?

- Continue inservice training on dealing with special needs clients - ESL students, sociological issues crisis intervention - gang relations. (6)
- Computers. (3)
- How to teach with students spending so little time in class. Students enter and exit class daily. I also teach 7 classes per day - 40 minutes/class year-round.
- Working together as a team. (2)
- Special-ed requirements, curriculum development, OBE, teaching reading. (2)
- About vocational training/teaching techniques in areas that our students could get a job in.
- I need training in ways to prepare these students for past LHS. high school classes. How can I help them integrate into regular HS classes after using PASS at LHS.

Table SS1
Support Staff Survey Results
Lincoln Hills

1. What is your current position? (Check One)

	Title	Years	Percent
(1) ____	Counselor	42	67
(2) ____	Section Manager	3	3
(3) ____	Shift Supervisor	-	-
(4) ____	Social Worker	11	17
(5) ____	Worksite Supervisor	-	-
(6) ____	Other _____	7	11
	TOTAL	63	100

Table SS1 Lincoln Hills (Continued)

ITEMS	Total N	Total %	Counselor N	Counselor %	Section Manager N	Section Manager %	Social Worker N	Social Worker %	Other N	Other %
2. To what extent is your input requested and used for improving courses and services at Lincoln Hills?										
(1) ____ Extensively	5	8	2	5	0	0	2	18	1	14
(2) ____ Usually	12	19	6	14	1	33	3	27	2	29
(3) ____ Seldom	28	44	23	55	0	0	3	27	2	29
(4) ____ Never	16	25	11	26	1	33	3	27	1	14
OMIT	2	3							1	14
3. I receive or received (Check All That Apply)										
(1) ____ Appropriate orientation to my job.	36	57	26	62	1	33	5	45	4	57
(2) ____ Adequate in-service training for my job.	30	48	19	45	2	67	6	55	3	43
(3) ____ Periodic in-service training to help me do my work better.	31	49	18	43	2	67	7	64	4	57
(4) ____ Opportunities to attend workshops, conferences, and/or conventions.	27	43	9	21	3	100	10	9	5	71
(5) ____ Opportunities to take college courses.	7	11	2	5	1	33	1	1	3	43
(6) ____ Opportunities to take technical college courses/workshops.	6	10	2	5	1	33	1	1	2	29
(7) ____ Adequate information on the students I work with.	24	38	8	19	3	100	8	7	5	71
(8) ____ Adequate information on school policies and rules.	29	46	17	40	2	7	4	4	6	86
(9) ____ Other _____	5	8	5	12						
OMIT	3	5	3	7						

Total Number Responding=42

Table SS1 Lincoln Hills (Continued)

ITEMS	Total		Counselor		Section Manager		Social Worker		Other	
	Mean	Std	Mean	Std	Mean	Std	Mean	Std	Mean	Std
4. Teachers and staff members work together as a team	3.7#	1.1#	3.4	1.1	3.7	1.5	4.1	0.9	4.4	0.8
5. I get enough information on my students to work effectively with them	3.2	1.1	2.9	1.1	4.0	1.0	3.7	0.9	4.0	1.2
6. Students are developing useful occupational skills	2.5	1.2	2.3	1.1	2.7	1.2	2.5	1.4	3.9	0.9
7. Students are developing the basic skills they need in the areas of math, science, communications and social studies	3.2	1.1	3.0	1.2	3.3	1.2	3.3	1.2	4.1	0.4
8. Staff and teachers consistently require students to follow rules here	3.7	1.2	3.4	1.3	4.3	0.6	4.0	0.6	4.4	1.1
9. I enjoy my work	4.0	1.0	3.8	1.1	4.0	1.0	4.3	0.9	4.7	0.5
10. Students thank me when I help them	3.6	1.1	3.6	1.1	3.7	1.5	3.7	1.0	3.9	1.1
11. I compliment students when they do a good job and/or behave appropriately	4.4	0.5	4.4	0.5	4.3	0.6	4.5	0.5	4.6	0.5
12. Staff and teachers treat our students fairly	3.9	0.8	3.8	0.8	4.3	0.6	3.8	0.6	4.4	0.8
13. Students are learning to be responsible for their behaviors	3.4	1.0	3.2	1.0	3.3	0.6	3.6	0.7	4.1	1.1
14. Students are developing the personal and social skills they need	2.9	1.1	2.7	1.1	3.3	0.6	3.1	1.1	3.6	1.0
15. I need more time to work with individual students	4.1	1.1	4.1	1.1	5.0	0.0	3.7	1.5	4.0	0.8
16. Students are developing the job seeking skills they need	2.5	1.0	2.4	0.9	2.3	0.6	2.3	1.0	3.3	1.5
17. Students are learning how to handle criticism in a positive way	2.9	1.2	2.8	1.1	3.3	1.5	3.0	1.3	3.6	1.1
18. Students are learning the importance of following rules	3.4	1.1	3.3	1.2	3.3	0.6	3.5	1.1	4.0	1.2

#Responses are based on the following scale:

5=SA=Strongly Agree
4=A=Agree
3=U=Undecided
2=D=Disagree
1=SD=Strongly Disagree

Table SS1 Lincoln Hills (Continued)

ITEMS	Total		Counselor		Section Manager		Social Worker		Other	
	Mean	Std	Mean	Std	Mean	Std	Mean	Std	Mean	St
19. Students receive enough help from teachers and staff	2.9	1.1	2.8	1.2	3.0	1.0	3.1	1.0	3.1	1.2
20. Students are learning how to get along with other people	3.3	1.0	3.2	1.0	3.0	1.0	3.7	0.7	3.9	1.1
21. Students are learning how to solve problems in a positive way	3.1	1.1	3.0	1.1	3.3	0.6	3.0	1.0	3.9	0.9
22. Students are learning how to handle and control their anger	3.1	1.1	3.0	1.1	3.3	0.6	3.4	1.0	3.6	1.0
23. Students are learning how to work as a part of a team	2.9	1.1	2.7	1.1	3.0	1.0	3.4	0.9	3.1	1.5
NUMBERS	63		42		3		11		7	

8/23/95

Lincoln Hills Support Staff Survey Comments

Please note: Questions 1, 3, and 4 list responses to the "Other" category contained in those questions. The responses to questions 24 - 27, asking for specific information, have been edited to eliminate duplication of responses. The number of responses are contained in parenthesis.

1. What is your current position?

   - Teachers Assistant (2)
   - Custodian
   - Foster Grandparents
   - School Psychologist
   - Teacher Supervisor
   - Social Service Specialist

2. To what extent is your input requested and used for improving courses and services at Lincoln Hills?

   - Depending on areas, I would be involved in program planning and services relating to social services and treatment needs.
   - Usually on cottage and unit levels.

4. I receive or received:

   - Not enough training. (7)

24. In what other areas are students learning new competencies and skills?

   - Communication, anger management, self-esteem, self-discipline, social skills, and personal hygiene. Respect for authority, property, and themselves. (12)
   - From the staff serving as natural role models. (3)
   - Treatment groups and working with the treatment social workers in the cottages. (2)
   - Academics; reading, writing, math, science, etc. (2)
   - Specialty programs as the step program (work program). (2)
   - Youth learn to co-exist with a culturally diverse population. (2)
   - Vocational classes.
   - Students are learning anger management but progress is slow.
   - There are alternative lifestyles from drugs to crime, decision making, problem solving.

25. What are the strengths of the programs here?

- Individualization, team building, and consistency. (6)
- The dedication of the staff. (5)
- AODA program combines both education and therapy groups. (4)
- Accountability of student's actions. (4)
- Combined efforts of professional and line staff. (3)
- Fair, forgiving, firm, easy to understand, individual treatment plans and opportunity for group therapy. (2)
- Strength in the area of behavioral compliance - behavior modification. Issues of control. (2)
- Security. (2)
- Vocational classes teach job skills.
- Each student works on curriculum at their grade level and at their pace.
- Consistency of philosophy between cottage and school programs.
- Special education and basic skills.
- Good teachers and youth counselors.
- The Hughes program combines education along with work.
- The emphasis is directed toward what is in the youth's best interest.
- Consistency in dealing with problems the students are having, especially with peers.
- The opportunity to experience another way of life.
- Structure - Education - Consistent expectations.

26. How could these programs be improved?

- Lower student populations. (11)
- More staff. (9)
- Vocational education, job interest, and occupation for jobs when they leave LHS. (5)
- More time to spend per student. We are over crowded. (4)
- Better communication between line staff and management. (3)
- By having competent and well-trained staff working in the programs (staff who are not afraid of the students when giving discipline). (2)
- Some course content could be updated and EEN broadening service delivery options.
- More resources, longer stays, less moving of students, more consistent treatment programs.
- Accessibility to computers, a broader transitional living program.

27. In what areas do you need in-service training?

- Counseling skills, anger management, errors in thinking, dealing with abuse. (11)
- In every area. CPR and first aid, working with ethnic groups, gang students, etc. (6)
- Mental Health - EEN - LD. (3)
- How to incorporate more positive activity in the cottages. Teach courses on reality therapy instead of punishment therapy. (2)
- Stress management. (2)
- Computer training and upgrading. (2)
- How to enforce school rules uniformly institution wide.
- Psycho pathology, neuropathology, and broader therapeutic response options.
- Treatment areas.
- To work in a team.
- Crisis Management.
- Suicide training.

Appendix C

Ethan Allen Survey Results

Student Survey: Age of Student

Student Survey: Years Incarcerated

Teacher Survey

Support Staff Survey

Table S1
Student Survey Results
Ethan Allen

ITEMS	Total MN	Total Std	<1M MN	<1M Std	1-2M MN	1-2M Std	3-6M MN	3-6M Std	7-12M MN	7-12M Std	1-2Yr MN	1-2Yr Std	2-3Yr MN	2-3Yr Std	4-5Yr MN	4-5Yr Std	6 Yrs+ MN	6 Yrs+ Std
1. I feel safe here	3.0#	1.3#	4.0	0.0	3.3	1.2	3.2	3.4	3.0	1.3	2.7	1.4	2.6	1.1	2.3	1.0	1.5	0.7
2. I am developing more confidence in my class work	3.8	1.2	4.0	0.0	4.2	0.9	3.9	1.2	3.7	1.3	3.8	1.3	4.1	0.8	2.7	1.2	4.0	1.4
3. I do not like to study	2.8	1.3	4.0	0.0	2.2	1.0	2.8	1.3	2.9	1.4	2.9	1.4	2.4	1.1	3.0	1.3	2.5	0.7
4. I am learning some useful vocational skills (i.e., typing, accounting, foundry construction, woodworking, food service, business education)	3.8	1.3	2.0	0.0	3.7	1.3	3.9	1.2	3.6	1.4	3.9	1.3	3.5	1.4	3.3	1.5	4.0	1.4
5. I am learning math skills	3.8	1.3	4.0	0.0	3.9	1.2	3.8	1.3	3.9	1.3	3.9	1.1	4.0	1.3	3.2	1.5	3.0	2.8
6. I am learning how to control my anger	3.6	1.4	3.0	0.0	3.8	1.4	3.9	1.3	3.4	1.4	3.8	1.4	3.2	1.4	3.3	1.5	3.5	2.1
7. I am learning reading skills	3.7	1.3	3.0	0.0	3.8	1.0	3.8	1.2	3.5	1.4	3.7	1.3	3.6	1.3	3.2	1.5	3.5	2.1
8. I do not have enough to do to keep me busy	2.7	1.4	1.0	0.0	2.6	1.3	2.7	1.5	2.8	1.4	2.8	1.5	2.4	1.4	2.2	1.0	2.0	1.4
9. I get extra help when I request it	3.0	1.4	1.0	0.0	3.3	1.3	3.1	1.3	2.8	1.4	3.0	1.3	3.1	1.4	2.5	1.4	5.0	0.0
10. I am treated fairly here	2.4	1.3	1.0	0.0	2.6	1.4	2.6	1.3	2.3	1.3	2.6	1.4	1.9	1.0	2.2	1.2	3.0	2.8
11. I feel safer here than on the outs	2.1	1.4	1.0	0.0	2.0	1.3	2.3	1.4	2.0	1.3	2.2	1.4	1.8	1.2	2.0	1.3	1.0	0.0
12. I am learning how to handle conflict	3.4	1.3	3.0	0.0	3.5	1.1	3.6	1.2	3.3	1.4	3.5	1.2	3.4	1.2	2.7	1.2	4.0	0.0
13. I am given homework	3.4	1.4	5.0	0.0	3.4	1.1	3.4	1.4	3.5	1.4	3.1	1.5	3.1	1.3	3.3	1.2	3.5	2.1
14. I could use more individual help in my classes	3.3	1.3	1.0	0.0	3.4	1.1	3.4	1.3	3.2	1.3	3.2	1.4	2.9	1.2	3.2	1.5	4.5	0.7
15. I am learning to take responsibility for my actions	4.0	1.1	5.0	0.0	4.2	1.1	4.0	1.1	4.0	1.2	4.0	1.1	4.1	1.1	3.3	1.4	2.5	2.1
16. I never have conflicts with other students	2.4	1.4	5.0	0.0	2.7	1.5	2.8	1.3	2.1	1.3	2.2	1.2	2.1	1.0	1.8	1.2	3.5	2.1
17. Often students will help me when I need help	3.0	1.4	1.0	0.0	3.2	1.0	3.0	1.4	2.9	1.4	3.0	1.4	2.7	1.3	2.5	1.1	2.0	1.4
18. I am learning to follow the rules here	3.8	1.1	5.0	0.0	4.3	0.7	3.9	1.2	3.6	1.1	3.7	1.3	3.7	0.9	3.0	1.3	2.5	2.1
19. The trouble I get into here is often my fault	3.2	1.3	3.0	0.0	3.4	1.3	3.1	1.3	3.2	1.3	3.3	1.3	3.1	1.3	2.2	1.2	3.0	1.4
OMITS	4		1		27		80		70		43		19		6		2	
Number Responding	252																	

#Responses are based on the following scale:

5=SA=Strongly Agree
4=A=Agree
3=U=Undecided
2=D=Disagree
1=SD=Strongly Disagree

Table S1 Ethan Allen (Continued)

ITEMS	Total MN	Total Std	<1M MN	<1M Std	1-2M MN	1-2M Std	3-6M MN	3-6M Std	7-12M MN	7-12M Std	1-2Yr MN	1-2Yr Std	2-3Yr MN	2-3Yr Std	4-5Yr MN	4-5Yr Std	6 Yrs+ MN	6 Yrs+ Std
20. Our counselors are helpful	2.7	1.4	1.0	0.0	3.0	1.5	2.9	1.4	2.5	1.2	2.6	1.5	2.2	1.4	2.3	1.2	2.5	2.1
21. Other students hassle me	2.6	1.3	1.0	0.0	2.6	1.3	2.5	1.4	2.5	1.3	2.8	1.4	2.6	1.3	3.3	1.4	2.5	0.7
22. I have enough classwork, assignments and activities to keep me busy	3.4	1.4	5.0	0.0	3.5	1.2	3.6	1.3	3.5	1.4	3.1	1.5	2.8	1.3	3.0	1.3	4.5	0.7
23. I have not developed any friendships with other students	2.3	1.3	1.0	0.0	1.9	1.0	2.5	1.3	2.2	1.4	2.2	1.4	2.4	1.1	1.7	0.8	2.5	0.7
24. Youth counselors treat me fairly	2.7	1.4	1.0	0.0	2.9	1.4	3.0	1.4	2.6	1.3	2.7	1.4	2.5	1.5	2.0	1.3	1.5	0.7
25. I understand the rules here	3.9	1.1	5.0	0.0	4.1	0.9	3.8	1.1	3.9	1.0	3.8	1.3	3.7	1.0	3.7	1.4	4.0	0.0
26. Time really goes slowly	3.1	1.5	5.0	0.0	3.3	1.4	3.2	1.5	3.0	1.5	2.8	1.5	3.5	1.5	3.3	1.5	3.0	2.8
27. Teachers encourage me to do good work in their classes	3.8	1.2	1.0	0.0	3.9	0.8	4.0	1.1	3.8	1.3	3.7	1.4	3.5	1.4	3.3	1.2	5.0	0.0
28. My teachers tell me how to improve my classwork	3.5	1.3	3.0	0.0	3.6	1.2	3.7	1.2	3.3	1.3	3.7	1.3	3.6	1.2	3.0	1.3	3.5	2.1
29. In class I usually do what I want to do	2.5	1.3	1.0	0.0	2.2	1.0	2.3	1.2	2.6	1.3	2.9	1.3	2.7	1.3	4.0	0.6	2.5	0.7
30. Teachers listen to me	3.3	1.2	1.0	0.0	3.5	1.2	3.3	1.2	3.4	1.2	3.4	1.4	3.0	0.9	2.8	1.7	5.0	0.0
31. My teachers expect me to do good work in their classes	4.1	1.0	3.0	0.0	4.3	0.9	4.2	0.9	4.0	1.1	4.1	1.1	3.8	0.9	3.0	1.7	3.5	2.1
32. Counselors encourage me to improve my behavior	3.3	1.4	1.0	0.0	3.6	1.3	3.4	1.3	3.3	1.3	3.4	1.5	2.8	1.3	3.3	1.6	1.0	0.0
33. My teachers talk about future employment	3.2	1.3	1.0	0.0	3.3	1.3	3.2	1.3	3.1	1.3	3.4	1.4	3.2	1.0	2.3	1.5	4.0	1.4
34. My counselors talk about future employment	2.8	1.4	1.0	0.0	3.2	1.5	2.8	1.4	2.8	1.4	3.1	1.4	2.4	1.3	2.5	1.6	1.0	0.0
35. I have been encouraged to plan for futur employment	3.6	1.3	3.0	0.0	3.9	1.0	3.5	1.3	3.6	1.3	3.8	1.4	3.4	1.4	3.3	1.5	3.0	2.8
36. I am in a program to prepare for future employment	3.0	1.4	4.0	0.0	3.2	1.3	3.0	1.4	2.8	1.4	3.0	1.6	3.7	1.3	2.8	1.3	3.0	2.8
37. I am better prepared for employment than before I came to Ethan Allen	3.5	1.4	1.0	0.0	3.0	1.4	3.5	1.4	3.6	1.4	3.5	1.6	3.5	1.2	4.2	1.3	3.0	2.8
38. When I have free time I read	3.4	1.3	5.0	0.0	3.7	1.3	3.6	1.2	3.5	1.4	3.4	1.3	2.7	1.4	2.7	1.6	1.0	0.0
39. I am learning writing skills	3.5	1.3	5.0	0.0	3.2	1.2	3.6	1.2	3.4	1.3	3.4	1.3	3.8	1.2	3.0	1.3	3.0	2.8
40. When I am in my job site I am learning job skills and behaviors which will help me get and keep a job on the outs	3.6	1.3	3.0	0.0	3.0	1.4	3.8	1.1	3.5	1.4	3.6	1.5	4.0	1.2	2.8	1.5	3.0	2.8

Table S1 Ethan Allen (Continued)

41. How old are you?

	Age	Number	Percent
(1) ____	12-13	6	2
(2) ____	14-15	89	28
(3) ____	16-17	187	58
(4) ____	18-19	35	11
(5) ____	20-21	0	0
(6) ____	22 or Older	1	6
	OMIT	3	1

42. How long have you been at Ethan Allen?

	Time	Number	Percent
(1) ____	Less Than 1 Month	24	7
(2) ____	1-2 Months	51	16
(3) ____	3-6 Months	86	27
(4) ____	7-12 Months	75	23
(5) ____	1-2 Years	47	15
(6) ____	2-3 Years	22	7
(7) ____	4-5 Years	11	3
(8) ____	6 or More Years	2	1
	OMIT	3	1

Total Number Responding=321

Table S1
Student Survey Results
Ethan Allen

ITEMS	Total MN	Total SD	12-13	14-15	16-17	18-19	20-21	22 or Older
1. I feel safe here	3.0#	1.3#	2.8	2.9	3.0	3.3		1.0
2. I am developing more confidence in my class work	3.8	1.2	4.0	4.1	3.9	3.4		3.0
3. I do not like to study	2.8	1.3	3.0	2.6	2.7	2.9		2.0
4. I am learning some useful vocational skills (i.e., typing, accounting, foundry construction, woodworking, food service, business education)	3.8	1.3	4.8	3.8	3.8	3.7		3.0
5. I am learning math skills	3.8	1.3	4.0	4.3	3.9	3.2		1.0
6. I am learning how to control my anger	3.6	1.4	4.0	3.7	3.7	3.2		5.0
7. I am learning reading skills	3.7	1.3	4.3	3.9	3.7	3.2		2.0
8. I do not have enough to do to keep me busy	2.7	1.4	1.8	2.8	2.6	3.0		3.0
9. I get extra help when I request it	3.0	1.4	2.8	3.0	3.0	3.1		0.0
10. I am treated fairly here	2.4	1.3	1.3	2.4	2.5	2.4		5.0
11. I feel safer here than on the outs	2.1	1.4	1.5	2.2	2.0	2.3		1.0
12. I am learning how to handle conflict	3.4	1.3	3.5	3.6	3.5	3.0		4.0
13. I am given homework	3.4	1.4	4.5	3.3	3.4	3.4		2.0
14. I could use more individual help in my classes	3.3	1.3	4.0	3.4	3.2	3.2		5.0
15. I am learning to take responsibility for my actions	4.0	1.1	4.0	4.0	4.0	4.0		1.0
16. I never have conflicts with other students	2.5	1.4	2.3	2.4	2.5	2.2		5.0
17. Often students will help me when I need help	2.9	1.4	2.3	2.9	3.0	2.8		3.0
18. I am learning to follow the rules here	3.8	1.1	4.0	4.1	3.8	3.6		1.0
19. The trouble I get into here is often my fault	3.2	1.3	3.0	3.3	3.2	3.0		2.0
20. Our counselors are helpful	2.7	1.4	3.3	3.0	2.6	2.3		4.0
21. Other students hassle me	2.6	1.3	3.0	2.7	2.5	2.7		3.0

#Responses are based on the following scale:

5=SA=Strongly Agree
4=A=Agree
3=U=Undecided
2=D=Disagree
1=SD=Strongly Disagree

Table S1 Ethan Allen (Continued)

ITEMS	Total MN	Total SD	12-13	14-15	16-17	18-19	20-21	22 or Older
22. I have enough classwork, assignments and activities to keep me busy	3.4	1.4	3.5	3.3	3.4	3.6		5.0
23. I have not developed any friendships with other students	2.3	1.3	3.3	2.2	2.2	2.3		3.0
24. Youth counselors treat me fairly	2.7	1.4	3.3	2.8	2.7	2.7		2.0
25. I understand the rules here	3.9	1.1	2.8	3.9	3.9	3.9		4.0
26. Time really goes slowly	3.1	1.5	3.8	3.0	3.1	3.1		1.0
27. Teachers encourage me to do good work in their classes	3.8	1.2	4.5	3.9	3.8	3.6		5.0
28. My teachers tell me how to improve my classwork	3.5	1.3	3.3	3.7	3.5	3.6		2.0
29. In class I usually do what I want to do	2.5	1.3	3.5	2.4	2.5	2.6		3.0
30. Teachers listen to me	3.3	1.2	3.7	3.5	3.3	3.3		0.0
31. My teachers expect me to do good work in their classes	4.1	1.0	4.5	4.4	3.9	4.0		2.0
32. Counselors encourage me to improve my behavior	3.3	1.4	4.0	3.6	3.2	3.4		0.0
33. My teachers talk about future employment	3.2	1.3	2.3	3.1	3.2	3.5		3.0
34. My counselors talk about future employment	2.8	1.4	2.3	2.7	2.9	2.8		0.0
35. I have been encouraged to plan for future employment	3.6	1.3	3.0	3.7	3.7	3.5		1.0
36. I am in a program to prepare for future employment	3.0	1.4	3.3	2.9	3.1	2.9		1.0
37. I am better prepared for employment than before I came to Ethan Allen	3.5	1.4	4.5	3.3	3.5	3.8		1.0
38. When I have free time I read	3.4	1.3	3.0	3.4	3.5	3.3		1.0
39. I am learning writing skills	3.5	1.3	3.8	3.6	3.5	3.3		1.0
40. When I am in my job site I am learning job skills and behaviors which will help me get and keep a job on the outs	3.6	1.3	3.5	3.5	3.7	3.4		1.0
Number Responding	252		4	54	156	32		1

Table S1 Ethan Allen (Continued)

41. How old are you?

	Age	Number	Percent
(1) ____	12-13	4	2
(2) ____	14-15	54	21
(3) ____	16-17	156	72
(4) ____	18-19	32	13
(5) ____	20-21	-	-
(6) ____	22 or Older	1	0
	OMIT	5	2

42. How long have you been at Ethan Allen?

	Time	Number	Percent
(1) ____	Less Than 1 Month	1	1
(2) ____	1-2 Months	27	11
(3) ____	3-6 Months	80	32
(4) ____	7-12 Months	70	28
(5) ____	1-2 Years	43	17
(6) ____	2-3 Years	19	8
(7) ____	4-5 Years	6	2
(8) ____	6 or More Years	2	1
	OMIT	4	2

Total Number Responding=321

Teacher Survey Results

Please note:

The survey results for both Lincoln Hills and Ethan Allen, as printed on the chart, are not in numerical order. The questions and responses were re-grouped to put like topics together.

The Ethan Allen Teacher Survey Results include four persons who did not fit the "Instructor" category. They have been placed in an "Other " category and they were not included in the total of 40 persons responding.

Table T1
Teacher Survey Results
Ethan Allen

ITEMS	Total N	Total %	Voc. Instr. N	Voc. Instr. %	Academic Instr. N	Academic Instr. %	Special Needs Instr. N	Special Needs Instr. %	Other N	Other %
2. In the programs you teach, administer, or provide guidance, are the following assessed identified? (Check All That Apply)										
(1) ____ Students' occupational skills	22	55	10	83	7	41	5	45	3	75
(2) ____ Students' needs, interests & abilities	35	88	9	75	15	88	11	100	4	100
(3) ____ Facility/equipment needs	18	45	9	75	6	35	3	27	3	75
(4) ____ Entrance and program requirements at postsecondary schools	16	40	5	42	8	47	3	27	1	25
(5) ____ Curriculum needs	31	77	9	75	14	82	8	73	3	75
(6) ____ Labor market needs/job opportunities related to our program	20	50	11	92	6	35	3	27	2	50
9. Is a placement program available to help students select additional education, training, or employment?										
(1) ____ Yes	9	22	3	25	5	29	1	9	1	25
(2) ____ Not Sure	16	40	3	25	8	47	5	45	0	0
(3) ____ No	11	28	6	50	3	18	2	18	3	75
OMIT	4	10	-	-	1	6	3	27	-	-
4. To what extent is staff input solicited and utilized for improving your courses and/or program?										
(1) ____ Extensively	5	1	1	8	4	24	0	-	3	75
(2) ____ Usually	19	47	8	67	5	29	6	55	0	0
(3) ____ Seldom	15	38	3	25	7	41	5	45	1	25
(4) ____ Never	1	4	-	-	1	7	-	-	-	-

Table T1 Ethan Allen (Continued)

ITEMS	Total N	Total %	Voc. Instr. N	Voc. Instr. %	Academic Instr. N	Academic Instr. %	Special Needs Instr. N	Special Needs Instr. %	Other N	Other %
6. Teacher are: (Check All That Apply)										
(1) ____ Given adequate preparation time	25	63	10	83	9	53	6	55	3	75
(2) ____ Provided adequate curriculum development time	8	20	3	25	2	12	3	27	2	50
(3) ____ Provided adequate in-service on instructional practices and content	9	22	4	33	4	24	1	9	3	75
(4) ____ Given access to appropriate and adequate in-school facilities	20	50	8	67	8	47	4	36	1	25
OMIT	7	17	1	8	3	18	3	27	1	25
7. In which of the following activities have you participated during the past two years to improve your professional competencies and expand your knowledge of your discipline or field? (Check All That Apply)										
(1) ____ Conferences and conventions	34	85	9	75	14	82	11	100	4	100
(2) ____ College courses	27	68	6	50	12	71	9	82	1	25
(3) ____ Private or industry sponsored educational programs	7	17	2	17	4	24	1	9	1	25
(4) ____ Travel	10	25	1	8	4	24	5	45	0	0
(5) ____ Technical college courses/workshops	4	10	0	5	4	25	0	0	0	0
(6) ____ Work experiences	14	35	5	42	5	29	4	36	1	25
(7) ____ Workshops (in school or at other locations)	23	57	3	25	13	76	7	64	4	100
(8) ____ Memberships in professional associations	25	63	8	67	8	47	9	82	3	75
OMIT	1	3	-	-	1	6	-	-	-	-

Table T1 Ethan Allen (Continued)

ITEMS	Total N	Total %	Voc. Instr. N	Voc. Instr. %	Academic Instr. N	Academic Instr. %	Special Needs Instr. N	Special Needs Instr. %	Other N	Other %
3. To what extent is input from people in business, industry and other external organizations/agencies used to improve the curriculum at Ethan Allen?										
(1) ____ Extensively	1	3	0	-	0	-	1	9	0	-
(2) ____ Usually	8	20	4	33	3	18	1	9	2	50
(3) ____ Seldom	27	68	8	67	11	65	8	73	1	25
(4) ____ Never	-	-	-	-	-	-	-	-	-	-
OMIT	4	10	-	-	3	18	1	9	1	25
5. Do you use the resources of business and industry? (Check All That Apply)										
(1) ____ Have people from business and industries speak to my students	11	28	4	33	4	24	3	27	3	75
(2) ____ Use equipment owned or given by business and industry in my teaching	10	25	3	25	4	24	3	27	0	-
(3) ____ Meet with people in business and industry to discuss and identify the competencies our graduates need	7	17	3	25	4	24	0	0	2	50
(4) ____ Meet with people in business and industry to identify examples, activities and problems for my teaching	7	17	3	25	4	24	0	0	1	25
(5) ____ Other _____	3	8	1	8	1	6	1	9	-	-
OMIT	16	40	3	25	8	47	5	45	1	25

Table T1 Ethan Allen (Continued)

ITEMS	Total N	Total %	Voc. Instr. N	Voc. Instr. %	Academic Instr. N	Academic Instr. %	Special Needs Instr. N	Special Needs Instr. %	Other N	Other %
10. During the last tow years I have: (Check All That Apply)										
(1) ____ Worked with teachers in other disciplines to integrate our instruction	17	43	3	25	7	41	7	64	3	75
(2) ____ Given students more information on the impacts of events in other states and countries on our community	23	57	6	50	11	65	6	55	4	100
(3) ____ Participated in the development and use of Individualized Education Plans (IEP) for our students	33	82	7	58	15	88	11	100	2	50
(4) ____ Adapted my classrooms and laboratories for the handicapped	16	40	1	8	7	41	8	73	1	25
(5) ____ Modified methods, materials or content to meet individual learning styles of students	34	85	10	83	15	88	9	82	2	50
(6) ____ Developed more examples and learning activities that apply my discipline to practical tasks	33	82	8	67	15	88	10	91	2	50
(7) ____ Used more cooperative learning activities with my students	21	52	6	50	10	59	5	45	1	75
(8) ____ Used curriculum maps	12	30	2	17	4	24	6	55	2	50
(9) ____ Placed more emphasis on decision-making skills	33	82	8	67	15	88	10	91	3	75

Table T1 Ethan Allen (Continued)

ITEMS	Total N	Total %	Voc. Instr. N	Voc. Instr. %	Academic Instr. N	Academic Instr. %	Special Needs Instr. N	Special Needs Instr. %	Other N	Other %
8. What did you learn as a result of the activities checked in item #10? (Check All That Apply)										
(1) ____ New developments in my discipline/ field	26	65	6	50	12	71	8	73	4	100
(2) ____ Applications of my discipline to business and industry	8	20	4	33	3	18	1	9	2	50
(3) ____ New teaching techniques	24	60	4	33	12	71	8	73	3	75
(4) ____ New counseling techniques	18	45	3	25	9	53	6	55	3	75
(5) ____ Use of computers and software in my work	12	30	3	25	6	35	3	27	2	50
(6) ____ Tech prep concepts	3	8	0	0	3	18	0	0	2	50
(7) ____ Techniques for working with our students	31	77	7	58	16	94	8	73	4	100
(8) ____ Selecting/developing non-biased materials	7	17	1	8	2	12	4	36	1	25
(9) ____ Use of labor market information	6	15	3	25	2	12	1	9	1	25
(10) ____ Other _____	-	-	-	-	-	-	-	-	-	-
OMIT	4	10	2	17	1	6	1	9	-	-
Number Responding	40		12		19		13		4	

#Statistics are based on the following scale:

1=N=None 2=L=Little 3=S=Some 4=M=Much 5=E=Extensive 6=VE=Very Extensive

Table T1 Ethan Allen (Continued)

Student Competencies	Total MN	Total Std	Voc. Instr. MN	Voc. Instr. Std	Academic Instr. MN	Academic Instr. Std	Special Needs Instr. MN	Special Needs Instr. Std	Other MN	Other Std
Ability to:										
11. Work as a part of a team	4.1#	1.3#	3.7	1.2	4.1	1.4	4.5	0.9	5.0	0.8
12. Lead a team	3.3	1.2	2.9	1.1	3.4	1.2	3.6	1.4	4.5	0.6
13. Take responsibility	5.1	0.8	4.7	1.0	5.4	0.6	5.3	0.7	5.8	0.5
14. Solve problems	4.9	1.0	4.4	1.2	5.0	0.8	5.1	0.7	5.3	1.0
15. Search out more information on a problem	4.1	1.2	3.6	1.2	4.2	1.2	4.6	1.0	4.5	1.3
16. Apply academic competencies to tasks done in local companies	2.8	1.5	2.7	1.4	2.4	1.5	3.4	1.4	3.3	2.1
17. Use technology (such as computers) in daily activities	3.6	1.9	3.5	1.7	3.7	2.1	3.6	1.9	4.3	1.7
18. Set goals	4.6	1.1	3.8	1.2	4.8	1.0	5.2	0.6	4.8	1.3
19. Select a career	3.5	1.2	3.8	0.8	3.2	1.2	3.4	1.5	3.0	1.4
20. Develop a career plan	3.3	1.2	3.4	0.8	3.1	1.3	3.6	1.4	3.8	0.5
21. Develop a portfolio	2.4	1.3	2.6	1.3	2.2	1.4	2.7	1.3	1.3	0.5
22. Develop a resume	2.2	1.4	2.5	1.7	2.0	1.5	2.3	1.1	2.8	2.2
23. Adapt to change	4.8	1.2	4.1	1.1	5.0	1.1	5.1	0.9	5.8	0.5
24. Describe technical college entrance requirements	3.1	1.4	3.3	1.5	3.1	1.4	2.6	1.4	2.8	2.2
25. Describe university entrance requirements	2.6	1.4	2.3	1.5	3.0	1.5	2.5	1.1	2.0	1.4
26. Use feedback to improve their work	5.0	1.0	4.3	1.2	5.4	0.7	5.1	0.7	5.8	0.5
Number Responding	40		12		19		13		4	

#Statistics are based on the following scale:

1=N=None 2=L=Little 3=S=Some 4=M=Much 5=E=Extensive 6=VE=Very Extensive

Ethan Allen Teacher Survey Comments

Please note: Questions 5 and 8 list responses to the "Other" category contained in the survey questions. Questions 27-30, asking for specific information, have been edited to eliminate duplication of responses. The number of responses are included in the parenthesis.

5. Do you use the resources of business and industry?

- Sec. #1 : Career Day.
- Material Donations.
- Little of any if any of the above!
- Exposure to inventive thinking.

8. What did you learn as a result of the activities checked in item #10? (Check all that apply)

- Personal growth/self-esteem for students.
- Psychotherapy.

27. In what areas are students learning new competencies and skills?

- Vocational Education; Business (computers, word processing, calculators), Technology (visual communication, graphic arts, Gas metal arc welding, shielded metal arc welding, gas tungsten arc welding, blueprint reading, shop safety, hand tool usage). (8)
- Health, life planning skills, decision making, self-discipline. (4)
- Socialization skills; how to interact with others more appropriately. Improvement of self-confidence. They learn that they do have unique talents, that they do have much to offer, that they do have choices. (4)
- Students learn consistent work behavior, a sense of responsibility, and many cognitive abilities like understanding cause and effect and consequences. (4)
- Conflict resolution, anger control, errors in thinking, communication skills. (3)
- Following directions, pride in completing a job / task, (employability skills) reducing barriers to employment. (3)
- Leadership, working with others. (2)
- Academics; civics, social studies, geography, history, current events.
- Critical thinking.

28. What are the strengths of the programs here?

- Basic skills development, strong vocational component, employment training. (10)
- Accountability, individual attention, and staff input. (5)
- Teaching students consistency, accountability, self-discipline, and value in education. (3)
- Emphasis on obtaining diploma on GED. (3)
- Attention to remediating deficits, behavioral as well as educational. (2)
- Stability / experience of teaching staff, education administrators' support of teachers, flexibility / ability of teachers and administrators to adapt curriculum to students' needs and interests. (2)
- Practical experience for easier transition to the community.
- Diversity.
- Learning to lead others, but still get along with them so that they will learn.
- Cooperative work effects.
- EEN programs.
- Teachers allowed to teach strengths.

29. How could these programs be improved?

- More coordination with resources outside the institution; curriculum, training activities and possibly extending contacts to companies and small business for support. (5)
- More time available to work with students who are not in school on a regular basis.
- Maintain / enhance teacher pupil ratio - divide residents into manageable groups. (5)
- Increased budget for educational materials, especially those that allow hands-on learning. (4)
- More academic / technical / vocational teacher interaction and collaboration. Time constraints and scheduling problems prevent a greater utilization of our resources. (3)
- Longer time frames for building relationships. (2)
- Improve cooperation and understanding between the various sections within the institution. Improve program stability.
- Put teachers in charge more often to develop programming.
- Music classes could be added, class sizes can be kept small, Dr. Pavlik could complete his evaluations of programs and curriculum.
- Having students work at ability level.
- By having residents do more of the physical work at the institution so they develop pride and self-esteem.
- Auto shop is teaching with outdated equipment.

30. In what areas do you need in-service training?

- Gangs and security. (8)
- Computer technology and use in particular programs. (5)
- Special education needs of our residents. Latest motivating techniques (teaching strategies that improve interest and retention), and selecting appropriate materials. (5)
- Dealing with aggressive behavior and anger. (2)
- Teaching basic skills in specific content area.
- Teacher coordination.
- Counseling techniques.
- Building relationships of mutual respect and trust.
- Encourage teachers and administrators to participate in professional development through visits to other schools, technical colleges, businesses, and industries.
- Skills needed by business and other organizations that hire our students.
- Refresher on POSC. How other juvenile institutions work on education.
- Software use in classes, selecting good software, preview of software, demonstrations of software and CD-ROM use in classrooms.

Table SS1

Support Staff Survey Results

Ethan Allen

1. What is your current position? (Check One)

	Title	Years	Percent
(1) ____	Counselor	32	42
(2) ____	Section Manager	4	5
(3) ____	Shift Supervisor	1	1
(4) ____	Social Worker	20	26
(5) ____	Worksite Supervisor	2	3
(6) ____	Other _____	18	23
	TOTAL	77	100

Table SS1
Support Staff Survey Results
Ethan Allen

STATEMENTS	Total N	Total %	Counselor N	Counselor %	Section Manager N	Section Manager %	Shift Supervisor N	Shift Supervisor %	Social Worker N	Social Worker %	Worksite Supervisor N	Worksite Supervisor %	Other N	Other %
2. To what extent is your input requested and used for improving courses and services at Ethan Allen?														
(1) _____ Extensively	2	3	0	-	0	-	0	0	1	5	0	-	1	6
(2) _____ Usually	29	38	9	28	3	75	-	-	8	40	0	-	9	50
(3) _____ Seldom	31	40	15	47	1	25	-	-	9	45	2	100	4	22
(4) _____ Never	14	18	8	25	0	-	-	-	2	10	0	-	4	22
3. I receive or received: (Check All That Apply)														
(1) _____ Appropriate orientation to my job	36	47	18	56	1	25	0	0	5	25	1	50	11	61
(2) _____ Adequate inservice training for my job	34	44	13	41	2	50	1	100	7	35	1	50	10	56
(3) _____ Periodic inservice training to help me do my work better	46	60	12	38	4	100	1	100	16	80	2	100	11	61
(4) _____ Opportunities to attend workshops, conferences, and/or conventions	46	60	9	28	4	100	1	100	17	85	2	100	13	72
(5) _____ Opportunities to take college courses	14	18	5	16	2	50	0	-	2	10	2	100	3	17
(6) _____ Opportunities to take technical college courses/workshops	16	21	5	16	3	75	0	-	2	10	2	100	4	22
(7) _____ Adequate information on the students I work with	36	47	9	28	4	100	1	100	13	65	1	50	8	44
(8) _____ Adequate information on school policies and rules	38	49	14	44	3	75	1	100	7	35	1	50	12	67
(9) _____ Other _____	1	1	0	-	-	-	-	-	-	-	-	-	1	6
OMIT	4	5	3	9	-	-	-	-	-	-	-	-	1	6
Number Responding	77		32		4		1		20		2		18	

Table SS1 Ethan Allen (Continued)

STATEMENTS	Total		Counselor		Section Manager		Shift Supervisor		Social Worker		Worksite Supervisor		Other	
	Mean	Std	Mean	Std	Mean	Std	Mean	Std	Mean	Std	Mean	Std	Mean	Std
4. Teachers and staff members work together as a team	3.1#	1.1#	3.0	1.2	3.8	1.0	2.0	-	3.3	1.2	2.0	-	3.3	0.8
5. I get enough information on my students to work effectively with them	3.1	1.2	2.7	1.2	4.0	-	2.0	-	3.6	1.2	3.0	1.4	3.3	0.9
6. Students are developing useful occupational skills	2.8	1.1	2.3	1.1	3.3	1.0	4.0	-	3.0	1.2	3.5	0.7	3.3	0.7
7. Students are developing the basic skills they need in the areas of math, science, communications and social studies	3.2	1.0	2.6	1.1	4.0	0.8	4.0	-	3.6	1.0	3.0	-	3.5	0.7
8. Staff and teachers consistently require students to follow rules here	3.0	1.2	2.7	1.2	3.5	1.3	4.0	-	3.5	1.2	1.5	0.7	3.1	0.9
9. I enjoy my work	4.1	1.1	4.0	1.2	4.3	1.0	2.0	-	4.1	1.1	3.0	-	4.4	0.7
10. Students thank me when I help them	3.4	1.1	3.3	1.2	3.8	0.5	3.0	-	3.6	1.2	4.0	-	3.5	0.9
11. I compliment students when they do a good job and/or behave appropriately	4.3	0.6	4.4	0.6	4.3	0.5	5.0	-	4.4	0.6	4.5	0.7	4.2	0.7
12. Staff and teachers treat our students fairly	3.5	0.9	3.5	1.0	4.0	0.8	3.0	-	3.5	1.1	3.0	1.4	3.4	0.7
13. Students are learning to be responsible for their behaviors	2.9	1.1	2.5	1.2	3.8	1.0	4.0	-	3.2	1.0	2.5	0.7	3.1	0.9
14. Students are developing the personal and social skills they need	2.8	1.0	2.5	1.1	3.5	0.6	4.0	-	3.2	1.0	2.5	0.7	2.9	0.8
15. I need more time to work with individual students	4.2	0.9	4.3	0.7	4.3	0.5	3.0	-	4.9	0.3	3.0	1.4	3.5	1.2
16. Students are developing the job seeking skills they need	2.8	0.9	2.6	0.8	3.5	0.6	3.0	-	2.7	1.1	3.0	1.4	2.9	0.8
17. Students are learning how to handle criticism in a positive way	2.9	1.0	2.5	1.1	3.3	0.5	3.0	-	3.3	1.0	2.0	-	3.1	0.7

Table SS1 Ethan Allen (Continued)

STATEMENTS	Total		Counselor		Section Manager		Shift Supervisor		Social Worker		Worksite Supervisor		Other	
	Mean	Sd	Mean	Sd	Mean	Sd	Mean	Sd	Mean	Sd	Mean	Sd	Mean	Sd
18. Students are learning the importance of following rules	3.0	1.2	2.6	1.2	4.0	0.8	3.0	-	3.5	1.1	2.0	-	3.0	1.0
19. Students receive enough help from teachers and staff	2.7	0.9	2.6	1.1	3.0	0.8	3.0	-	2.9	0.9	2.5	0.7	2.9	0.8
20. Students are learning how to get along with other people	3.1	1.0	2.7	1.0	4.0	-	3.0	-	3.3	1.0	2.0	-	3.2	0.9
21. Students are learning how to solve problems in a positive way	3.0	1.0	2.7	0.9	3.3	0.5	3.0	-	3.4	1.0	2.0	-	3.3	0.9
22. Students are learning how to handle and control their anger	2.9	1.1	2.4	1.1	3.8	1.0	3.0	-	3.3	1.0	2.0	-	3.2	0.9
23. Students are learning how to work as a part of a team	2.7	1.0	2.4	1.0	3.0	0.8	3.0	-	3.0	1.0	2.0	-	3.1	0.9

#Statistics are based on the following scale:

5=SA=Strongly Agree
4=A=Agree
3=U=Undecided
2=D=Disagree
1=SD=Strongly Disagree

Ethan Allen Staff Survey Comments

Please note: Questions 1 and 3 list responses to the "Other" category contained in those questions. The responses to questions 24 - 27, asking for specific information, have been edited to eliminate duplication of responses. Number of responses are contained in the parenthesis.

1. What is your current position?

- Psychologist (5)
- Nurse (2)
- Superintendent
- Management Services Director
- Asst. Sect. Manager
- Psychiatrist
- P.A.
- Barber
- Recreation Leader
- Training Officer
- Scheduling Supervisor

3. I receive or received (Check all that Apply)

- Very Limited. (2)
- Some scheduled for future dates.

24. In what areas are students learning new competencies and skills?

- Parenting skills, anger management, decision making, problem solving, job skills, social skills, AODA skills, and cultural education. (11)
- Vocational programming is very strong i.e., woodworking, welding, and print shops. (3)
- Communication skills with people. (3)
- On the job/work sites, through intramural recreation program and in their cottage programs. (3)
- Rules and consequences or rewards (Behavior Control). (2)
- Individual treatment programs in cottage and after school groups. (2)
- Respect towards authority. (2)
- Self-esteem and Computers.
- Staff role modeling, clinical services, individual therapy/counseling, positive reinforcement, and recreational activities.

25. What are the strengths of the programs here?

- The staff teaching and administering the programs are the big strength - caring, dedicated knowledgeable persons, and diversity of programs offered. (18)
- Treatment (Intensive), sex offender program, successful living unit, vocational was strongest. (4)
- I feel the programs are well meaning, but the high population makes them hard to work. (4)
- Giving the student the ability to have self-respect, respect for other people and a way to earn a living when he leaves here. Also, discipline and courtesy. (3)
- Sports programs teach these kids a lot about working together as a team. (2)
- There are some specific treatment programs to address specific need areas. (2)
- There are some program staff that are constantly working with new ideas to improve programming.
- Consistent pattern of consequences for behavior. Regular structure and routine.
- Taking responsibility and making personal choices (decision making).
- The strengths are that there are a variety of programs offered and that they are offered daily.
- Encouragement / anger control / team work.
- Comprehensive programming available to many groups. Available to youth from a variety of treatment cottages.
- Educational.
- Individual attention.

26. How could these programs be improved?

- Less resident numbers and more staff to resident ratio. (9)
- More clinical and front-line and social work staff, as well as facilities are needed. Overcrowding is negatively affecting treatment and programming. (5)
- More teamwork of various areas of programming, consistency of program delivery and consistency of reinforcement of program concepts among staff, stronger program link between institution and home communities. (4)
- Increase the involvement of community agencies and employers. Increase the focus on basic skills and employability.
- Staff must be trained and reminded that we are entrusted with the task of influencing young people, and that punishment is not the only influencing agent.
- More cultural sensitivity training, cross cultural communication training and restructuring of the school day.
- Lack of emphasis on vocational guidance. All who want career direction should be tested and given access to information.
- Put more focus on the family of the individual student. That is, do more "family therapy."
- More programming, vocational improvements and additions.
- Make more information available that is geared towards our types of students.
- Team development, communication, and consistency resource availability for adolescent AODA / COAT issues, motivational activities.
- Changing the administration code and legislation and reviewing the credentials of staff offering services.
- By having 1-2 social workers working during the evening hours that would solely provide treatment and groups. Treatment opportunities would allow the residents to better develop their personal and social skills.
- Use BEIT throughout the institution!!!

27. In what areas do you need in-service training?

- Mental health issues of the adolescent, violent aggressive youth (how to deal with angry, abused, violent, non-feeling, hopeless, unloved youth), dysfunctional families and relationships. (7)
- Interpersonal communication skills, cultural sensitivity, and team building skills. (6)
- Stress management, writing skills, and effective listening. (2)
- Counseling skills. (2)
- More culturally sensitivity training, cross cultural communication training. (2)
- Anger management, social skills, and grief. (2)
- Revocation process, problem solving, leadership, and resources in the community.
- Gang training. (2)
- AODA (2), conflict resolution, ADD / ADHD, group therapy, self-esteem, cocaine babies, and medication (psychotrophic).
- School functions and legai aspect of school requirements.
- Brain dysfunction and its influence on delinquency.
- Confidentiality, ethics, liability issues, adolescent behavior/development and EEN.
- Available community resources to help transitioning of youth back into community.